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ABSTRACT

This handbook provides administrators and staffs of adult education programs with general information on volunteerism in adult education; information on specific programs and strategies, specifically Project SAVE (State Adult Volunteers in Education); and guidelines for program implementation. An overview of the impact of adult illiteracy precedes a section on building an adult reading program. These topics of concern to the adult basic reading tutor are covered: adult performance level competencies to be included in the reading program, contrasts between teaching adults and teaching children, qualities of good tutors, self-evaluation questions, characteristics of the functionally illiterate adult, and characteristics of a good adult basic reading tutor. The next section lists characteristics of many adult non-English-speaking students and their implications for tutors. Tips on teaching techniques and personal relationships are listed. A rationale for use of the Laubach technique and materials is presented, and information on ordering materials is provided. Steps for developing a local literacy program are also listed. A schedule and planning checklists for a training workshop are provided. The final two sections contain information on and examples of public relations and guidelines to help with corporate, foundation, and private organization fund raising. A bibliography and Project SAVE materials are appended. (YLB)

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PROJECT SAVE

State Adult Volunteers In Education

Organizing a Community Based Literacy Program

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Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent

June 1984

PROJECT SAVE

(State Adult Volunteers in Education)

Joyce Larson - Project Coordinator
Gila Literacy Council
Miami, AZ 85539

Site Coordinators

Alice Castenada * - Clifton, AZ

Ofelia Jensen * - Douglas, AZ

Ivonne Peabody * - Globe-Miami, AZ

Janice Hobbs * - Payson, AZ

Ivan J. Harrison * - Phoenix, AZ

Janet Neal * - Sierra Vista, AZ

Patsy Viliobobos * - Superior, Az

Mr. and Mrs. Bill Trent - Mesa, AZ

Tylene Burns - Coolidge, AZ

Ann Sutton - Lake Havasu, AZ

Jan Rivers - Yuma, AZ

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* VISTA - (Volunteers in the States to the Americas - an ACTION Project)

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Foreword

Project SAVE (State Adult Volunteers in Education) was first presented to the Division of Adult Education Staff in October 1982. The main goal of the project was to develop procedures for expanding the utilization of volunteers in Adult Education outside Maricopa County and Tucson urban areas. The 1982 - 1983 school year was one of exploration and finding out which communities would be receptive to offers of training.

Through the assistance and cooperation of the staffs of the Divisions of Adult and Vocational Education, the year of planning and needs assessment brought results:

1. The Gila County Literacy Council made a successful bid for modest funding through Adult Education, P.L. 91-230, Section 310, to conduct a cost-effective statewide protypical training program for tutor trainers.

2. The project was given an ACTION grant for seven VISTAS (Volunteers in the States to the Americas). These were local recruits to be trained as volunteer trainers and program coordinators. The sites that were chosen were Morenci-Clifton, Globe-Miami, Payson, Superior, Douglas, Sierra Vista, and the O.K. Community in Phoenix.

The area of the training and utilization of volunteers in adult education is a rapidly growing field. Many locally developed programs have not been documented for use by others. This handbook PROJECT SAVE (State Adult Volunteers in Education) is written to provide general information on volunteerism in adult education, information on specific programs and strategies, and guidelines for program implementation. It builds a framework for understanding the importance and nature of volunteer programs in ABE, ESOL, and GED programs, and points to additional resources that can provide further information. This information should enable administrators and staffs of adult education programs to identify goals and resources for expanding and improving existing programs or to start new volunteer programs in their communities.

If in any way the project coordinators or the project director can be of assistance to your community in organizing a literacy council or in the training of volunteers to work with adults, please feel free to contact us.

Joyce Larsen, Director
Project SAVE
Miami County Library
Miami, AZ 85539
Telephone (602) 473-2621
(or)
Mamie Sizemore
Volunteer Coordinator
Division of Adult Education
1535 West Jefferson
Phoenix, AZ 85007
Telephone (602) 255-5281

THE IMPACT OF ADULT ILLITERACY

THE IMPACT OF ADULT ILLITERACY

How is it that in the United States, a nation which provides free education as a right to everyone, is one of the most technologically, economically, medically, and socially advanced countries in the world, illiteracy has become such a major problem?

As one well-known educator recently commented, "The major issue in our lives is neither crime nor violence nor nuclear holocaust, but rather the obsolescence of man in the sense that the technology of life is advancing more rapidly than man's ability to cope with changes. Those who can't cope, who don't keep up with society's demands, usually respond with apathy or violence. The key then to solving the symptomology of it is to attack the source, i.e., man's ability to cope meaningfully and capably. And in our society, literacy is crucial to this ability."

The impact of illiteracy, both on individuals and institutions, is difficult to describe, but the following tends to highlight the alarming dimensions of the problem.

The Adult Peformance Level (APL) study, commissioned by the U.S. Office of Education and released in 1975, tested adult literacy skills in five functional areas, including occupation, health, and consumerism. Based on APL findings, the office of education estimated that 23 million adults 18 and over, or about 1 in 5, didn't have the literacy skills to complete everyday tasks. Applying APL findings to recent population statistics, the U.S. Department of Education says 26 million are functionally illiterate today.

In 1980, the Census counted 24.4 million Americans over the age of 25 with eighth grade education or less. This figure corresponds with the number of adults the APL study finds seriously lacking in literacy skills.

The advantage of grade school completion figures as a definition of literacy is that these figures are regularly gathered by the U.S. Bureau of the Census. The disadvantage is that grade school completion doesn't guarantee corresponding skill attainment. Arizona requires ninth grade skills for twelfth grade graduation.

The ease of difficulty (readability) of common reading materials is another indicator of skill levels adults need. The Gunning Fog Index shows that 11.1 grade reading skills are needed to understand the owner's manual for the popular American car. The directions on three industrial cleaning products averaged 8.6. A guide to Social Security Benefits tested at 9.9. Nine news articles picked at random from a daily paper averaged 12.5.

Twenty-seven percent (27%) of the Armed Services can't read training manuals that are written at the seventh grade level.

Fifty-six percent (56%) of Hispanics and forty-four percent (44%) of blacks in this country are considered functionally illiterate, compared with 16 percent of whites. Women are more likely to be illiterate than men. Rural areas have higher illiteracy rates than towns and cities.

An illiterate earns forty-two percent (42%) less than a high school graduate. That adds up to $8 billion a year in lost tax revenues. And $5 billion of your taxes support welfare recipients who are unemployable due to illiteracy. The Coalition of Literacy estimates that functional illiteracy costs the country more than $225 billion a year in incompetent job performance, unrealized tax revenues, remedial education in business and the military, welfare payments and crime.

The number of illiterate Americans is swelled by nearly one million school dropouts each year. The U.S. News forecasts that the decline in reading skills will lead in two decades to an elite, literate class of no more than 30% of the population.

Cuts 'shift' job training from needy

Associated Press

NEW YORK — Budget cuts and new federal rules are forcing job-training groups to abandon troubled youths in favor of better-educated clients who have more chance of success, researchers and program officials said Tuesday.

"Performance standards" of the Job Training Partnership Act, plus the competition for fewer federal dollars, make local training groups seek only the most qualified of poor, jobless youngsters, they said at a conference.

"Performance standards force you to serve people with more skills," said Lawrence Bailis, a Boston University professor of social work who conducted a survey of local job-training groups for the National Youth Employment Coalition.

To win funding, "there's a strong internal pressure to look good on those numbers," Bailis said. "The way you look good is to train someone who doesn't really need the training, rather than taking a chance on someone who really needs it."

The conference was conducted by the youth coalition at the Ford Foundation.

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BUILDING AN ADULT READING PROGRAM

BUILDING AN ADULT READING PROGRAM

The world today is a highly visual one where visual media have replaced books for many people and where television and radio newscasts have taken the place of the daily newspaper as the nation's major source of the news. Still, reading remains a basic skill required for the efficient performance of almost any job or way of life in our society, and the advancement of literacy still remains the shining goal of American education.

In spite of the major role television and film play in our modern society, visual media have not repressed the growing number of new books published and sold each year. The entire news content on one of the major TV networks does not equal the total number of words on the front page alone of a major daily newspaper in your state. Moreover, with the increase in business advertising and political propaganda, an ability to read critically is a vital skill for every American citizen - native born or naturalized.

Recent research (Report 02-R-30 Recipes, Wrappers, Reasoning, and Rate) gives the recommendations that all instructors in reading should try to develop some competencies in reading skills, in fracturing reading down into its basic components. That is, tutors should be taught how to do direct teaching, one-on-one, of the basic skills. And two, comprehension and practical reading for survival in our modern society in the larger setting of the whole reading process should be taught. Instructors of adults should take more from the learner's environments. There is a great wealth of materials found outside of publishers' texts, works, etc., that you may use to make your instruction more innovative and appropriate to your tutees at their personal level of development.

ADULT PERFORMANCE LEVEL OBJECTIVES

Some college graduates, including persons with doctorate degrees, are functionally incompetent, and some individuals who did not go beyond the fourth grade are functionally competent. So found researchers who studied what modern Americans need to know to succeed - success being loosely defined as the ability to get and hold a job that pays above the poverty level, to manage finances to cover living costs, to

maintain mental and physical health, and to use community resources in ways that enrich life. Putting in seat time in required public school courses and getting passing grades up through the 12th grade does not assure competence in essential adult life skills. A person may pass a 4th grade reading test and yet not be able to follow directions on a medicine bottle, read a timetable, or fill out an application form. Passing a test on the Constitution does not equal knowing how to call for help if a street fight breaks out, or knowing procedures for registering a complaint if one feels he/she is a victim of discrimination.

The following competencies are essential survival, coping, or life skills needed for minimal success in American life. While teaching a specific skill or piece of knowledge, reading, writing, math, and problem-solving skills may also be taught to the level needed for that objective. Adult learners differ widely in the basic skills and knowledge they already have, so they should be given work individually tailored to their present level of competence. However, please keep in mind that these are general life skills needed by all persons regardless of occupation. These are not specialized vocational skills: The Government and Law competencies are for everyone, and not just for pre-law or police academy prospects; health knowledge is not just for students interested in becoming doctors and nurses, nor is Consumer Economics a prep course for Nader's Raiders. Every American citizen needs to be at least minimally competent in all of these. Individualization in APL means only to find out how much each student already knows, and teach only those competencies in which he/she is deficient. Following are listed a few facts a literate adult should know.

CONSUMER ECONOMICS

To be able to count and convert coins and currency, and to convert weights and measures

To understand the concept of income tax

To be aware of the basic principles of money management

To use catalogs to select goods and services

To use consumer guides to select goods and services

To be aware of factors which affect costs of goods and services

To be aware of the principles of comparison shopping

To know the various methods by which goods are packaged

To be able to take advantage of sales

To be aware of advertising techniques

To know how to order food and to tip in a restaurant

To be aware of different stores where home furnishings can be purchased and to determine the best buys .

To determine housing needs and to know how to obtain housing and utilities

To know how to buy and maintain a car economically

To know basic procedures for the care and upkeep of personal possessions

To be familiar with banking services in the community

To develop an understanding of credit systems

To collect information concerning the types of insurance

To know the resources available to the consumer in the face of misleading and/or fraudulent tactics

To understand the implication of consumption vis-a-vis finite world resources

COMMUNITY RESOURCES

To know the types of community services provided

To understand how and when to apply for community services such as Social Security and Medicare

To know various recreational services available

To be able to utilize information services

To be aware of the people and agencies whose job it is to register and act upon citizen complaints

To be able to recognize and utilize signs related to transportation needs

To develop a familiarity with transportation schedules and to calculate fares; to be able to find and utilize information facilities

To learn the use of maps related to travel needs

To recognize time zone boundaries and understand the concept of daylight savings time

To request information on and make simulated or real verbal and written travel and overnight accommodations

To understand the relationship between transportation and public problems

To understand driving regulations

GOVERNMENT AND LAW

To develop an understanding of the structure and function of the federal government

To investigate the relationship between the individual citizen and the government

To understand the relationship between the individual and the legal system

To obtain a working knowledge of the various documents which the individual will need as a member of society

To explore the relationship between government services and the American tax system

HEALTH

To understand how basic safety measures can prevent accidents and injuries

To know medical and health services in the community

To understand the physical and psychological influences of pregnancy

To understand the importance of family planning

To understand general child rearing practices

To understand the special health needs and concerns of the adolescent

To understand what contributes to good mental health and physical health and to supply this understanding

To understand the interaction of self as a member of small groups

To be able to apply first aid in emergencies and to inform proper authorities

To plan for health or medical insurance

To understand what constitutes a proper diet

To understand federal control fo various drugs

OCCUPATIONAL KNOWLEDGE

To identify sources of information

To define occupational categories

To be aware of vocational testing and counseling methods

To understand the differences among commercial employment agencies, government employment agencies, and private employers

To prepare for job applications and interviews

To know standards of behavior for employment

To know attributes and skills which may lead to promotion

To know the financial and legal aspects of employment

To understand aspects of employment other than financial

To know how to deal with potential hazards and accidents

To know where and when to apply safety measures

To know how to apply first aid

To know how and whom to ask for help in emergencies

As you can see from the above, this is only a partial listing of the competencies needed for the acquisition of skills for an adult to function efficiently in today's society. So again, let us return to what it means to literacy, and what the realistic possibilities are for achieving literacy as an adult. Clearly these questions are important to you as a tutor, and just as clearly they cannot be answered here and now. However, it has been of value to discuss them.

Again, as mentioned previously, in response to the question of what it means to achieve literacy, it is suggested that there are at least two major, interdependent learning "strands". One is learning to language by eye as well as one can by ear; this is what is meant by learning to read. Furthermore, evidence has been presented to suggest that this aspect may involve two "stages" - acquiring the skills required to decode printed words into language, and the subsquent practice of this skill until this skill becomes automatic; then using these skills as a tool for learning.

The two strands overlap - the second strand refers to learning the new vocabulary and concepts found in the printed materials one uses in learning to read, and includes the learning of new skills for processing information from printed displays based on the unique properties of such displays.

> "In response to the question of what the realistic possibilities are for teaching adults to read, it is fair to say that data presented suggest that we need to have a much better understanding of the wide variety of adults who are learning to read, and we need to have a dialogue on the funds and effort we are willing, as a nation, to devote to better understanding the problems of adult illiterates or marginally literates. Most evidence suggests that most Adult Basic Education programs are able to 'hold' students for only very limited amounts of training, say 100 to 200 hours, and may effect a one- or two-grade level gain in reading skills, as measured by standardized test (though most of the data may be suspect due to routine failure to consider regression effects). As evidenced herein, being able to read at the eighth grade level as an adult does not necessarily imply that one possesses the automaticity of reading of children who may be even three years below that reading level. Thus it seems that strong attention needs to be given to providing extensive reading training for adults, so that automaticity of reading skills can be fully developed, and so that the advanced information processing skills involved in processing various graphic displays can be developed. The very brief efforts that currently abound do not produce sufficiently effective gains in literacy skills to permit them to function as 'key tools' for the acquisition of knowledge of the type and in the amount needed to successfully pursue 'the good life' beyond the 'level of existence we call welfare'."

Repeating, most adults will learn faster than children. However, this is not always true. Some do not. It must be understood the tutee may not be functionally literate but he comes to you with years of experience in "living-being", so you cannot treat him as a child.

CONTRAST BETWEEN ADULT TEACHING AND THE TEACHING OF CHILDREN

Children	Adults
1. Ample time is available a. Education can be a fulltime occupation b. Have few responsibilities c. Usually do not expect quick results	1. Little time is available a. Education is usually a part-time occupation b. Have many responsibilities c. Expect quick results
2. Have limited experience and knowledge	2. Have extensive experience and knowledge
3. Self-respect of a child is less vulnerable Minor failures can be overcome	3. Self respect of an uneducated adult is very vulnerable One failure may be the end of his/her trying
4. Pressure can be put on a child to keep learning	4. Pressure can be disastrous to an adult
5. Teacher-student relationship is similar to that of father-son or mother-daughter	5. Teacher-student relationship must be a friend-to-friend relationship
6. Will be more willing to accept the abstract	6. Will demand the concrete and practical application to own real problems
7. Captive audiences	7. Voluntary audience

Children	Adults
8. Will accept any method of teaching	8. The adult wants demonstration, illustration, explanations to be able to work things out for himself/herself
9. Most learning is new and can be started out correctly	9. An adult often has the handicap of having to "unlearn" things incorrectly learned

Education and Change by R.S. Hodgkin - Revised by Bea Avery

A person planning to be a tutor in an adult program is undertaking a responsibility. Following are some questions the tutor may wish to ask himself/herself and some ideas to think about.

AN "IDEAL" ADULT EDUCATION TUTOR

Learns of ways to motivate people to lifelong learning.

Develops a more comprehensive philosophy of adult education based on the learnings of and the associations made in classes or the community.

Learns about theories of adult learning and ways they might apply to programming.

Examines ways of program planning, sources of ideas, and evaluative techniques.

THE TEN COMMANDMENTS OF GOOD TUTORING

Thou shalt have a genuine love for people and an ability to identify with them and their problems.

Thou shalt be unashamedly curious, and never afraid to ask questions.

Thou shalt develop a specialty in a field of knowledge, and a breadth of knowledge in numerous fields.

Thou shalt not expect appreciation for everything you do.

Thou shalt cultivate the ability to listen, as well as to give counsel, for much learning is done with the bended ear.

Thou shalt be willing to admit your own mistakes.

Thou shalt cultivate the skills of cooperation, for more persons fail for lack of ability to get along with others than from lack of knowledge.

Thou shalt cultivate a professional attitude and outlook, identify with thy co-workers, help to recruit those who love to learn and to teach.

Thou shalt practice the patience of Job!

Thou shalt cultivate an inquiring mind, be committed to continuing education and lifelong learning, and have a willingness to be forgotten.

SELF-EVALUATION QUESTIONS

How clearly do I present my subject matter?

How well do I adjust to the level of comprehension of my tutee?

How much am I learning from them?

How well am I prepared for my tutoring session?

Do I require much original thinking of the adult learner?

How interesting do I make the material?

How well do I seem to know my subject?

How tolerant am I of the opinions of others?

How do I give constructive criticism and make corrections?

How is my sense of humor?

How free am I from annoying personal peculiarities and mannerisms?

What is the feeling between me and the students?

Do I encourage discussion by the learner?

Do I ever use sarcasm and ridicule as a disciplinary measure?

Do I display courtesy and self-control?

How much do I enjoy teaching?

Do I practice what I preach?

Do I give assignments clearly?

Is class time well spent?

How valuable and meaty is the content of my course?

Do I really enjoy working with adults and helping them learn?

Have I studied and reflected on the need for adult education?

Am I aware of individual differences among adult students, and how these affect my relationships with them?

Have I conscientiously sought to identify individual differences?

Am I striving to become more of a leader and a learner in my class, and less of a formal instructor?

Do I know what equipment is available and am I using it to best advantage?

Am I making use of libraries, museums, public agencies, civic organizations, and news media?

Am I allowing my leadership to be improved by evaluation?

Have I established good relation with other tutors and am I familiar with their programs?

*From Dade County Public Schools, Division of Vocational, Technical, and Adult Education, Miami, Florida

CHARACTERISTICS OF THE FUNCTIONALLY ILLITERATE ADULT

The adult illiterate faces not one problem, but many. All facets of his/her life are affected:

Educationally, he/she is unaware of available resources, unable to develop or pursue skills and/or interests independently.

Emotionally, he/she is hampered by a persistent, gnawing feeling of insecurity and fear. He/she does not want to be discovered. He/she feels branded as "stupid".

Socially, his/her leisure activities are limited. He/she cannot read a book, follow instructions for a game, try out a new recipe, read items on a menu, write directions, or anticipate and schedule upcoming events.

Literarily, he/she cannot read the yellow pages; is repeatedly charged for directory assistance; must sign or make his/her "X" on contracts on "faith"; can neither record nor retrieve important information; is not aware of opportunities. His/her access to information of all sorts is extremely limited.

Economically, he/she cannot find jobs or apply for them, cannot upgrade his/her skills, usually cannot be promoted to a position of authority, and will consistently earn less than other workers <u>if</u> he/she is lucky enough to be employed.

The descriptions above should make us wonder how many people in the community are unable to read? As mentioned above, we should be concerned with more than numbers. These characterizations represent <u>people</u> with individual problems, which they cannot solve because they lack the skill of reading.

When adults or older teenagers come into a program for help, they have a "pressing need" to learn to read better. They want to learn to read to find a better job. They want to help a youngster with school work, or they want to read the Bible. Some want to get a driver's license or read a technical manual. It is important to why the person wants to learn to read. The person will be better understood and it will be easier to organize a reading program that will meet his/her needs.

The program must be paced to meet the student's needs. Most adults will learn faster than children. However, this is not always true. Some do not. Too often, they have faced failures in the past. They have "learned" that they cannot learn to read. It takes time to overcome this sense of failure. Frequently, it will be discovered the person has failed so many times that another failure cannot be accepted. Another failure may be an end to trying and thus the learner will be a permanent loss to a literate society. So he/she must not be allowed to fail - nothing succeeds as well as success. In other words, in order to help certain adults become readers, the tutor sometimes needs first to help them see reading as an important part of their lives, as offering them something worthwhile.

Gradually ("make haste slowly"), as the tutor becomes acquainted with the individual adult learner, that person will cease to be a statistic. His/her problems may be shared and hopefully his/her successes, and the tutor finds achievement in that of the student. Your project will have a new friend who can help spread the news of the services offered by your organization. Also, the tutor will be helping to break down cultural and perhaps racial barriers, as he/she will be learning from the tutee. Learning to read is a long journey, many times over bumpy highways, that will not be easy; but with good will and patience on both sides, it is a journey that holds immense satisfaction.

The ultimate outcome for each student is different. Just how do you measure success, from the tutor's viewpoint or the learner's? One way is by progress in reading ability, of course, but also by change of attitudes; by the evidence of new self-confidence and determination; or perhaps new job opportunities. Lives can be changed and new dimensions gained when adults and older teenagers learn to read.

CHARACTERISTICS OF A GOOD ADULT BASIC READING TUTOR

A tutor may be a homemaker, a professional teacher, or an expert in some other field. Who is to judge who will best be able to reach these people who are seeking help, to gain their trust, and to teach them?

Some of the skills the tutor already possesses will help him/her to gain the expetise in the skills needed to become a successful tutor. Some of these skills are technical - the "how to skills" - but the most important thing is a tutor's personality. This area has to do with patience, enthusiasm, creativity, and adaptability.

The greatest virtue is patience. Progress may seem slow; the tutor should not become discouraged. There will be occasions when all of the knowledge that has so diligently been worked upon will seem to come together; and just like a beam of light breaking through the darkness, the learner suddenly says, "Oh, I see". This is the reward of all the tutor's patient work. He/she will have a feeling of joy as the student learns. The tutor needs to show how, not show off. The tutee needs to gain personal skills, not to see a demonstration of the skills the tutor possesses.

When the functional illiterate comes to a project or class for help, lack of reading ability is not his/her only problem - it is one of many that we know as social problems. Lack of education may force them into a framework of frustration, economic insecurity, and a great feeling of inferiority. The feeling of hopelessness may come from domestic problems. Their problems are as varied, and to them as serious, as your own and those of everyone's friends and associates. The difference is that they must face and solve them without the benefit that education gives. They must wait until someone is there to advise and assist them. A tutor should not be a "mother hen" or a "father image", as he/she cannot solve all the learner's problems; but he/she can try to direct the person to agencies that can be of help.

The tutor will have to decide when to become a sympathetic, listening friend. It is hard for the adult learner to concentrate on trying to learn to read when he/she has a sick child at home, has just lost a job, or has been evicted from his/her house.

Remember tutor, your main job is to teach. There is never time to accomplish all the things you planned on doing. Try to keep conversation at a minimum. Frequently, by concentrating on a lesson, the learner will come back to personal problems with new hope.

Some people have a photographic memory. Others have keen intuitions. There are some individuals who learn through observations. Then there are always the plodders who will learn eventually if the tutor has patience enough to allow that time. Adapt teaching to meet individual differences in interests and abilities. Do not set in methodology - be open-minded to new ideas and teaching techniques.

Many functional illiterates have become artists at bluffing their way through life. They have become experts in using their wits to cover up their inadequacies, not ever daring to admit the minimal skills they have in reading. Be very gentle with these feelings. It is difficult for an adult or an older teenager to admit that it is hard to accomplish what is expected of a six-year old. Pretending is a compensating behavior that is hard to change, but as a feeling of mutual trust is fostered, it becomes less necessary to use these life-long defense habits. When the learner faces his/her problems, half the battle is won.

Hearing "no" too often is discouraging. A good tutor offers clues to the student so success is possible. However, they should not be allowed to depend on the tutor so much that they do not use the coping skills they have been taught. They must practice the use of these until they become automatic.

Keep enthusiasm high; it is contagious. Give genuine encouragement. An adult is very acute in recognizing false praise. Give the learner a sense of achievement by making many little successes possible - they must occur before any long-term success can be achieved. Too much pressure and urging are not conducive to learning. But genuine respect and regard for a tutee's growth are "orchids for his/her soul".

Beware of sarcasm or shaming. In many cultures in the Southwest these are used as discipline measures. Even if they are used as a type of humor, they have no place in a learner-tutor relationship.

But this does not mean that humor does not have a place in a learning situation. Laughter often reduces tension and a good joke shared is a fine way to build a good relationship and to add pleasure to some otherwise tedious task. The tutor should admit when an error is made; it makes him/her more human and shows the tutee it is no disgrace to make mistakes.

Never accept the results of intelligence testing of the functional illiterate at face value. It is very risky. In fact, an adult learner may be lost by insisting on such a test because many tests of this type are based on reading skills. Therefore, the non-reader is penalized.

Special problems cause some people to move more slowly than others. Some need many repetitions in order to build associations in their minds. Percentage wise, it will be found that there are as many slow learners as in the general population. Likewise, it will be found that there are as many fast learners.

Success in tutoring will depend on your student's use of the spoken languages. The cumulative effect of deficient language and experience will seriously affect the success of a reading program. Even though hopes are high for a tutee, big successes may not always be achieved. Small successes and short-term goals may, by necessity, be the best hope. The tutor may never be aware how far reaching the effect of his/her efforts may be. It may extend to the influence it brings to bear on members of the adult student's family and his/her community.

Potential leaders may appear where least expected; you may be tutoring one! As the tutor works with learners from varied backgrounds, he/she never knows which one will become a leader - or influence someone else destined for leadership.

In the business world you often hear the expression "growth potential". This phrase should be kept in mind. That person may have a family where there are potential dropouts or delinquents. It is possible that through the tutor efforts and influence on this one parent, the attitudes of a whole family could change. The parent may gain new respect from his/her children who in turn have more regard for their own learning. With learning as a central focus for both children and parents, the whole idea of staying in school and completing an education often takes on new meaning. This is "growth potential" with possibilities that extend far beyond instruction.

If a new tutor has no base of knowledge in techniques of reading, it is useless to ask him/her to be creative in teaching. Basic tools are needed, a so-called bag of tricks with some simple instructions on how to use them. A knowledge of the coping skills in reading and how to teach them is needed. Then the tutor can be creative as these can be adapted to meet individual needs and individual instruction.

It would be marvelous if every one of the tutor/tutee relationships could be related to a success story. The adult poor reader or non-reader is on the bottom step of the ladder. That first step may be a very big one. Some will never make it. Their last hope, may be their own tutor. So volunteers should not give up too easily. The tutor will face many problems; and should be prepared to meet them. When a person is a tutor, they should not be overly critical of him/herself. Here are a few examples:

1. Adult does not show up for first meeting.

   Be persistent. Contact the person again. The first meeting may be a frightening experience to him/her. Be sure, when he/she is contacted, that the time and place are clear. The tutor should describe him/herself so the student will recognize him/her.

2. The tutee does not meet with the tutor regularly.

   Do not fret too much. Be patient up to a reasonable point. Due to cultural or experiential background he/she may not be accustomed to keeping a regular schedule. To show up on time may be something new. Wait. After four or five "no shows", check with the program coordinator for advice and help.

3. The tutee is not making the progress anticipated.

   Do not become easily discouraged. By whose yardstick is his/her project being measured? Remember small successes eventually bring real progress. Give praise and encouragement - this will help many times to boost the learner's morale.

   If after a reasonable time the tutor feels that he/she is still failing, help may be asked from your coordinator; the tutor may possibly even terminate the tutor/tutee relationship. There may be problems beyond his/her ability and training.

4. The tutor feels the tutee lacks motivation.

   This may be a problem of attitude. The adult functional illiterate often is geared to failure. It will take some time to overcome this attitude of hopelessness. Set tasks that will show some progress each session. Use the coping skills which are being taught in practical situations. Success in small doses does much to motivate a learner. Explain that to every building there must be a solid foundation to make it a good finished product.

5. Home problems brought to the lesson take too much of the allotted time.

   Listen. Show empathy and interest. However, direct the learner's attention to the task at hand - that you are there to teach him/her to read.

When a person agrees to become a volunteer tutor he/she is making a commitment to the job. Volunteering to be a literacy volunteer is important. This volunteer may change the life of one or more persons, so the volunteer must agree:

1. To attend training sessions.

2. To give at least two hours per week for a year. (To get significant results, at least a year's work is necessary.) This means only two or three work weeks out of the year. Even bringing a learner's reading level up one or two grades in this amount of time is a tremendous success and will give the volunteer tutor a feeling of accomplishing something very worthwhile.

WORKING WITH ADULT NON-ENGLISH-SPEAKING PEOPLE

Working With Adult Non-English-Speaking People

1. Characteristics of Many Adult Students and Their Implications for Tutors.

   The following subjects are treated only briefly but will serve to bring your attention to some of the characteristics your ESOL student might have.

   a. Fear of School

      Sometimes schooling is a positive experience, but sometimes it is not. Some ESOL students will have had an excellent educational experience in their own languages but will be apprehensive about a new school experience where the customs are different and the language unknown. Other ESOL students may not have had opportunity for education even in their own native tongue and will worry a great deal about what school will be like. Others may have had a negative experience in school.

      The tutor's first challenge will be to motivate the student and build up his confidence. It is necessary to set your ESOL student at ease with the first contact. Always encourage your student. Point out what he has done correctly and well, rather than scold or talk down to him.

   b. Lack of Self-Confidence

      A normally self-confident person may feel at a disadvantage and lack confidence when he doesn't understand or speak the language around him. He isn't sure of what is being said or how to do things. He may hesitate to use his new language for fear of error and ridicule. Even his own countrymen may ridicule him for incorrect use of English. The complication of learning the difficult English language and the new speech patterns necessary for communication may seem formidable. His self-confidence begins to crumble.

      It is usually necessary to work on building your ESOL student's self-confidence from the very beginning. Do not minimize the difficulty of English, but see that he experiences many successes and builds on them. Praise your student whenever possible.

   c. Feeling of Helplessness and Frustration

      A feeling of helplessness often results in the student's not understanding the language and not being able to communicate. Some ESOL students will have friends who will help them. Others won't. In any case the student usually finds himself in the position of having to depend on

someone other than himself. Contrast this need for dependence with the self-sufficiency he is accustomed to when functioning in his own language. He is not lacking in the intelligence or concepts needed for coping, but only in the new words and grammatical structures of English necessary for understanding and expression.

The ESOL adult wants the English skills for speaking, understanding and reading which relate to his experiences and which can be used toward developing his independence. Do all you can to develop your student's self-sufficiency in this foreign environment so that he doesn't feel so helpless and frustrated.

d. Difference in Behavior

The cultural background of an ESOL student will have a strong influence on his behavior. At times his behavior may be difficult for us to accept. For example, many Europeans are accustomed to outspokenness, while the Asian culture emphasizes avoidance of disagreeing with a person, even to the point of what we may misinterpret as telling an untruth.

Because of cultural differences, ESOL students don't always know how to respond "appropriately" according to our social expectations. Be patient if a student's behavior is "odd" by our standards. Try to understand the cultural and environmental reasons behind it. Realize that our American behavior may seem just as "odd" to him.

Having to speak a foreign language takes a lot of courage. Thus, many students may be overly shy in the learning situation. Again, patience is called for. Be silent longer than usual. Give the student a chance to formulate what he wants to say.

e. Need for Respect

In general, people need respect from family and friends, from co-workers and from those in the community. Whatever prestige ESOL students enjoyed in their home country they may find lacking in this country.

The ESOL student may encounter prejudice which is too often shown toward foreign speakers. Also he may be confused by a differing standard of superior/inferior status than he was accustomed to in his own country. Adjusting to these new relationships may be difficult.

As a tutor, you need to help your student enhance his self image. Help him understand how he can participate in American society. Treat him as an equal and as a valuable and accepted person. Respect his cultural background and "roots". You will be helping your student learn North American ways, but be sure he knows you do not wish to take away his cultural heritage.

f. Differing Values, Attitudes and Goals

Cultures differ in their emphasis on values, attitudes, and goals. Some ESOL students will value an education highly and know how to build upon it to further themselves. Others may have heard that education is important but don't understand how to use it to benefit themselves. Others hear it ridiculed and aren't sure it is a good thing. It is necessary not to reject or accept, but to be understanding of your student's point of view.

Your student may not value time the same way you do. For example, he may be late or not show up. He may view learning objectives differently. For instance, he may choose working overtime on his job over attending an English lesson. He may prefer to learn job vocabulary rather than the vocabulary of planned lessons. His priorities and how he organizes his time may be different from yours. These behaviors may be affected by responsibility for an extended family. He may not realize how much of his learning success is dependent on himself, rather than on you as the tutor.

It is therefore necessary for you to use the time spent with your student to the best possible advantage and according to his expressed needs. Above all, understand him as he is and help him learn and grow as an individual.

g. Sensitivity to Non-Verbal Forms of Communication

Everyone subconsciously, if not consciously, uses non-verbal communication daily. Some nonverbal signals are universal. For example, wincing means pain or discomfort universally. However, other nonverbal signs mean different things to different peoples. For instance, a beckoning gesture, using all the fingers, usually means "come here" in North America. But in parts of Mexico it can indicate "good-bye." In the U.S. beckoning with the index finger usually means "come here." But to a Southeast Asian such a gesture is used only in the "red-light" district.

Your student will not always realize that body language carries different meanings. In order to avoid misunderstandings, make sure both of you are aware of what information the communication is carrying.

Watch to see that your facial expressions and gestures do not communicate something not intended. A puzzled look on your student's face may be the indicator. Because ESOL students are somewhat more dependent upon nonverbal actions for communication, they are more observant of these forms of communication than the average person. You may be surprised at how adeptly he seems to read your very thoughts.

h. Varying Levels of Language Learning Ability

Some people are more gifted in learning languages than others. Some will have learned languages in addition to their native one and thus will have picked up techniques that will help them with English. Some will be more adept at learning by hearing and others by reading and writing.

Often those students who have little formal education have not developed literacy skills. Lacking this foundation upon which to build makes learning more difficult for them. Don't be discouraged if your student doesn't learn as fast as perhaps you expect. Be patient and recognize with praise whatever progress your student is making.

i. Lack of Economic Security

Because high paying jobs and professionalism usually require an excellect command of English, it is seldom that an ESOL student is in a high economic bracket. In fact, it is more likely that his lack of English is responsible for his not having a job at all, or for having a menial one. Consequently his health and well-being, and that of his family, may be in jeopardy.

Some students, lacking the money for expensive medical bills, may neglect health problems which are affecting their learning abilities: poor vision, hearing problems, infected teeth, malnutrition, frequent headaches or stomach aches, etc. Introduce them to the community services which might be able to help them, if they have not already sought these services.

Many students must put in long hours of heavy physical labor and will come to their lessons exhausted from their day's work. If possible, arrange their lesson times for their days off or before work, or shorten the lessons and give them more frequently. Go easy on homework or omit it if it is obvious your student does not have the outside time or energy for it.

The contrast of a student's economic situation with yours may be of embarrassment to him affecting his feeling about meeting at his house or yours. A library, school or other location may be a better choice for the tutoring sessions.

It is not unusual for some tutors to want to help an economically deprived student with material gifts and useful hand-me-downs. Often what is intended to help him only puts a heavy burden of obligation upon him, for he may feel he must repay with gifts he cannot afford. When small favors are given by the student in appreciation for your service, be gracious in your acceptance. Being able to give can be as important for the student's self-image as for your own.

j. Cultural Deprivation

There are ESOL students here without friends and knowledge for finding enrichment for their lives, who live a rather drab, barren and sometimes depressing existence. You as a tutor can help such a student understand the enrichment which education can bring to his life. Introduce him to the library and, if possible, help him get a card. Take him to a museum or a fair. Bring in news of local and world events that will broaden his outlook and interest in life. Prepare supplementary materials that will expand or build upon his interests and concerns or stimulate his curiosity. You also may want to interest him in social, cultural, self-help and/or religious organizations in the community and help him become involved.

k. "Live for Today" Philosophy

When many changes occur simultaneously in a person's life, his goal becomes day-by-day survival. For many persons who are barely surviving, planning ahead is not one of their life habits. Therefore they find it difficult to better themselves.

Since planning is a skill, and one which needs to be developed into a habit, you as a tutor should help your student learn to plan ahead. You can make a beginning as you help him set up lesson times, plan homework, set short-term goals for his learning. Eventually the ability to plan can be practiced and broadened by using supplementary materials that deal with coping skills such as budgeting money, shopping for bargains, planning nutritious meals.

l. Divergent Attitudes Toward Teachers

For those who have had unhappy associations with representatives of authority (policemen, the job "boss," parents who treated them with cruelty or indifference, teachers who intimidated), any authority figure can arouse either hidden or overt hostility. You as a teacher may unwittingly be considered an authority symbol to such a person. This may result in a feeling of antagonism or intimidation toward you. Win him with kindly patience.

Conversely, in many cultures the authoritarian teacher is held in highest regard or respect. A typically American "buddy" stance on our part may be misunderstood and hard for an ESOL student to accept at first. It is even possible for you initially to lose his respect by overzealous friendliness.

A Capsule List of 33 Tips for ESOL Tutors

About Teaching Techniques

1. Use repetition, practice and drill as necessary techniques for learning the English language efficiently.
2. Teach, and be consistent with, signals for response.
3. In drilling dialogs and sentence structures, select sentences that are true for the speaker and be sure they are understood.
4. Teach orally the meaning of vocabulary and sentence structures that will be taught in the reading lesson before exposure to the reading.
5. Keep using varied review, so that the student retains his newly learned language and can use it with increasing effectiveness.
6. Make an effort to adapt or expand student's lessons to meet urgent needs or specific interests.
7. Don't skip lessons or steps in the lessons. Keep the proper sequence. Even if you think he knows it, make certain before moving on.
8. Use only English during the lesson so that your student will learn to think in English and not lean on you for translation.
9. When speaking to or writing for the student, make a determined effort to control your vocabulary and structures to what he knows. Avoid using untaught idiomatic expressions.
10. Afford ample supplementary reading with known vocabulary and structures controlled to the student's reading level.
11. Teach your student to use a bilingual dictionary and see that he owns one. However, encourage its use at home instead of taking valuable lesson time to look up words.
12. Provide as much homework as student can handle. Encourage him to practice and expose himself to English as much as possible outside the class.
13. Plan your lessons to enable the student to do as much as possible for himself. Don't tell or teach him what he already knows.

Insuring Success

14. Insure success: by motivating, by setting short-term goals, by praising successes, by planning each lesson to "set him up" for success, and yet challenge him.
15. Gauge your student's "frustration level" and stay below it by taking small enough teaching steps.
16. Be aware of your student's assets and handicaps in learning as an adult, as compared with children who are learning.
17. Remember that teaching by getting the student to <u>do</u> insures far greater success than teaching by telling.

A CAPSULE LIST ... continued

18. Don't make the mistake of judging a student's intelligence, personality and maturity by his speed of learning English, his pronunciation or his level of vocabulary.

19. Do not critizize, embarrass, talk down to, belittle or scold your student.

Personal Relationships

20. Inform yourself of your student's country and culture: its taboos, superstitions, customs. Accept them and show a genuine interest in them. At the same time help your student to understand and adjust to ours.

21. Don't critizize your student's value system. Rather, appreciate and build on his positive qualities and his potentials.

22. Do not in any way belittle the language the student speaks. You are helping him to add, not replace, a language.

23. Don't initially expect from a student of another culture a favorable response to a "buddy" or friend-to-friend approach in the tutor-student relationship.

24. Use the name which your student prefers to be called, regardless of your own feelings about formality or informality. Be sure to learn to pronounce his name correctly.

25. Watch touching and spatial relationships. Observe what is most comfortable for your student.

26. Be aware that your student reads your "non-verbal communication."

27. Admit your mistakes and make your student feel comfortable about his.

28. Don't be too forward or inquisitive about your student's personal life and feelings.

29. When opportunity presents, "go to bat" as an advocate for meeting needs and solving problems of your students as a group or minority in the community. But don't sacrifice tutoring time to advocate for your student unless it is urgent.

30. Do all you can to help your student cope with his situations and have a more meaningful, enriched life, but avoid interfering in any way.

31. Help your student to feel accepted and appreciated and to become comfortably assimilated into the community.

32. Be prepared with a list of referrals for dealing with problems better left to professionals.

33. Don't possessively "smother" your student with your help. Share with others the privilege of helping him.

RATIONALE FOR USE OF THE LAUBACH TECHNIQUE AND MATERIALS

Project SAVE (State of Arizona Volunteers in Education) felt a deep commitment to provide reading instrucion in small and rural communities in Arizona. Its goal was to reach adults not being served by organized Adult Basic Education classes. It was found in a survey of Arizona towns outside the Phoenix-Tucson area (e.g., Clifton, Globe-Miami, Payson, Ajo, Superior, Douglas, Sierra Vista, Lake Havasu City) that many functionally illiterate adults were not taking advantage of classes that were being offered. Obviously, another approach was necessary. It was decided to use the Laubach technique and materials. The materials were educationally sound, many surveyed communities had the material on hand, and the anonymity of the "Each One Teach One" method appeared to be the solution to the problem of the non-reader's reticence to identify him/herself.

Other materials were used as each locality has different problems. When students gained enough skill to enroll in an Adult Basic Education class, they were encouraged to do so.

Advantages of The Laubach Method

The Laubach method was selected because:

1. It was crucial to embrace the concept of the utilization of volunteers to supplement local educational efforts.

2. A second advantage of volunteerism is that it protects the anonymity of the adult students. Prospective students will often not take advantage of typical offerings since they are usually school and group oriented which, at least to some degree, requires that students expose themselves as non-readers. It has been proven by experience that the majority of prospective non-readers insist on anonymity and sincerely appreciate the one-to-one contact with tutors.

3. Still another advantage is that the student and tutor are free to mutually agree upon the location where instruction is to take place as well as the time schedule. Obviously, this arrangement provides the flexibility necessary to work around occupation and family schedules.

4. The twelve-hour tutor training program is excellent. Well over 60 percent of the total workshop time is devoted to making tutors totally knowledgeable and thus comfortable with the instructional materials. We know that most volunteer programs fail simply because this dimension is seldom adequately addressed. The training program is well organized and sufficiently structured to produce a well-qualified, confident individual willing to help others.

The Laubach Method - What is it?

The Laubach method is not a static system fixed once and for all. It has evolved during the past 40 years through practical experience in teaching thousands - even millions - of adults to read. Lessons have been prepared in 311 languages representing 103 countries, including most of Asia, all of Latin America and nearly all of Africa.

The method was first known as the "key word" method because of the use of key words to teach individual sounds. Later, as Laubach Literacy teams worked in other languages, they developed other devices to help the student ... Finally, the Laubach team developed a method of teaching each letter of the language by associating the shape of the letter with an object whose name begins with the sound the letter represents.

Some Principles of the Laubach Method

1. Establishing sound-letter relationships
2. Learning through association
3. Moving from the known to the unknown
4. Familiar vocabulary introduced
5. Use of repetition to strengthen the visual image
6. Use of meaningful content
7. Something new in each lesson
8. Independent in learning
9. Reading and writing taught together
10. Lessons easy to teach
11. Person does not need to be an educator to function as a tutor

The Laubach Materials

Laubach literacy provides materials that are well-developed and structured for easy use of the professional educator or the inexperienced tutor. Technically, the key feature of the Laubach method is a memory-aid device that used pictures with superimposed letters to associate sound with sight. Teacher instructions show how to lead the student from what he/she knows, the sound, to what he/she does not know, the symbol for the sound. This progression from the known to the unknown is presented in chart form, with key words to illustrate each sound.

The principal features of the New Streamlined English Series are compatible with a good philosophy of teaching the adult non-reader.

Both Laubach method and materials take into consideration the characteristics of the adult student.

Principal Features of the Laubach Way to Reading Series

1. Developed specifically for adults. Both the story material and the methodology are geared to the adult mind.

2. Based on a proven method. The method has been used with adults learning to read in most countries of the world over the past forty years. The first edition of the series was published more than twenty years ago and has been used by thousands of teachers and students in the United States and abroad. It has been revised many times.

3. Provides a reading program for adults from the zero level to seventh grade.

4. Lessons are presented in small learning increments in consistent lesson patterns.

5. Independence in reading is encouraged through self-help and minimum teacher help.

6. Problems of English spelling are considered. In addition to controlled vocabulary, the series uses existing phonetic regularities, emphasizes regular spellings and provides aids to irregular spellings.

7. Meaning, as well as word recognition, is emphasized. Each lesson contains a story structured around the key words and sounds being taught. Checkups are provided to test comprehension.

8. Reading and writing lessons are correlated to reinforce skills.

9. Vocabulary is controlled, introducing most frequently used words.

10. Planned for ease of teaching. The detailed guides for teachers (tutors) make it possible for relatively inexperienced tutors to use the material successfully.

The Laubach Way to Reading

The Laubach Way to Reading is a basic reading and writing series developed primarily for adults with little or no reading ability. The series consists of four skill books and correlated readers for student use. The teacher's manual for each skill book gives detailed instructions and lesson plans.

The series provides a systematic development of basic reading and writing skills. Each lesson includes vocabulary development, phonic or structural analysis of words, the reading of a short story, comprehension checks, and writing practice. The lessons progress from the sounds and regular spellings of basic consonants to those of the short vowels, the long vowels, and finally to irregular spellings and more difficult reading, writing, and grammar skills.

The skill books and correlated readers may be used with both speakers of English and those who are learning English. A separate series of manuals, the Laubach Way to English, provides complete instructions for teaching the skills of listening, speaking, reading, and writing English to the non-English-speaking student.

Although designed primarily for adults, the Laubach Way to Reading may also be used successfully with high school dropouts or students in intermediate grades who need remedial work in basic reading, writing, or spelling. Classroom teachers, teacher aides, and volunteer tutors may all use the books effectively.

Skill Book 1: Sounds and Names of Letters

Beginning on a zero level, *Skill Book 1* lays an essential foundation in word attack and comprehension skills. The names and one sound for each letter of the alphabet and the digraphs *ch, sh,* and *th* are introduced. Simple sentence patterns encourage fluency in reading. Blending of sounds, punctuation, silent reading, and manuscript writing are introduced. A total of 132 words is used.

Skill Book 2: Short Vowel Sounds

Lessons are structured around the short vowel sounds, *y* as a vowel as in *city,* and the *r*-controlled vowel sounds for *er, ir, ur,* and *ar.* The digraphs *ng* and *wh* are introduced, as are beginning and ending consonant blends. Simple skills of punctuation, structural analysis, comprehension, and sentence writing are introduced. A total of 192 new words is introduced.

Skill Book 3: Long Vowel Sounds

This book presents the long sounds for *a, e, i,* and *o* with their regular spellings, one regular spelling for long *u,* and the sound for *or* as in *York.* Comprehension skills include finding main ideas, summarizing content, recognizing implied meaning, developing opinions, and predicting outcome. Lessons include functional materials like ads, bills, menus, letters, and checks. A total of 399 new words is used. Cursive writing is taught at this level. For this, the student needs the separate cursive writing workbook, and the teacher the instruction book.

Skill Book 4: Other Vowel Sounds and Consonant Spellings

This book continues with the regular spellings for the long *u* sound and goes on to the letter combinations *oo, ou, aw, oi,* and their variant spellings. The book also covers different sounds represented by the same consonant symbol, such as the *s* in *see* and *please,* and regular spellings for consonant sounds that may be spelled in more than one way, such as the /k/ sound in *keep* and *can.*

Word analysis skills are strengthened by more work with contractions and compound words and by the student's becoming familiar with the most common prefixes and suffixes. Practice is given to increase reading speed.

Comprehension skills emphasized include making inferences, identifying cause and effect, drawing conclusions, and understanding the mood and atmosphere of a story. Also, students are helped to interpret the authors' opinion and to evaluate their own reactions to what they read.

Correlated Readers

The correlated reader for each skill book is a collection of stories or articles using much of the same vocabulary as the skill book. The correlated readers are an intrinsic part of the series as they provide opportunity for the student to gain confidence and independent reading habits.

About the Authors

More than 50 years of continuous experience in literacy education lie behind the Laubach Way to Reading. In 1930 in the Philippines, the late Frank C. Laubach (1884-1970) originated a method of teaching adults to read and write in their own language. After Laubach lessons had been used in some 300 languages, the method was applied to teaching in English. *Streamlined English* was published in 1946. In the 1960s, a complete revision and expansion, the New Streamlined English series, was published. The current Laubach Way to Reading series thus represents the third generation of Laubach curricula in English.

Author Elizabeth Mooney Kirk started working with Frank Laubach in 1945, developing *Streamlined English.* Her background includes master's degrees in education and journalism, developing adult literacy programs in India and Kenya, teaching adults and children, and training tutors and writers. Mrs. Kirk was co-author with Frank C. Laubach and Robert S. Laubach of the New Streamlined English series.

Co-author Robert S. Laubach is chairman of the board of Laubach Literacy International and founder of its New Readers Press division. He started his literacy work as a teenager in the Philippines and then assisted his father in literacy campaigns in some 50 countries. He has a doctorate in reading education and taught literacy journalism at the university level for 30 years.

ORDERING MATERIALS FROM NEW READERS PRESS AND LAUBACH LITERACY ACTION

Regulations regarding new Readers Press (NRP) LLA Discount:

1. New Readers Press will allow LLA Registered Councils a discount on all orders for materials actually produced and published by NRP. Materials published by other companies and sold through NRP are NOT discountable. LLA handbooks and lapel pins are NOT discountable.

2. To qualify for the NRP discount LLA Councils must:

   a. Register under an official group name and pay registration fee of $25.
   b. Meet other requirements set by the LLA Steering Committee. Details available from LLA/Syracuse.

   c. Designate one or two members as Supplies Chairman on the official LLA L-5 form. ONLY THE SUPPLIES CHAIRMAN WHO HAS A CURRENT L-5 CARD ON FILE IS ELIGIBLE FOR THE LLA GROUP DISCOUNT. SUPPLIES CHAIRMEN MUST RE-REGISTER EACH YEAR.
   d. To receive discount from official NRP Representatives in: Topeka, Kansas; Alhambra, California; and Portland, Oregon, an L-5 form must also be filed with them.

Ordering from New Readers Press

1. The Supplies Chairman should:

   a. Sign the order and indicate council membership. When an L-5 card is on file and an order is received requesting the LLA council discount, an account will be established for the LLA council.
   b. If the council has an office, that address may be used as the billing address, to which all invoices and statements will be sent. If there is no office, the home address of the Supplies Chairman will be used. All future orders signed by the Supplies Chairman will be billed to this account.
   c. Orders requesting the LLA discount cannot be billed to schools, Boards of Education, or any public institution.

REGISTRATION FOR
SUPPLIES CHAIRMAN OF A LLA COUNCIL L-5
Ordering materials from
New Readers Press

Name _____ Telephone _____
Area Code

Address _____

City & State _____ Zip _____

The person above is authorized by the:

_____
Name of local literacy council

Please request the LLA discount on each order of materials placed with New Readers Press.

(If you wish to authorize a second person, please fill out another card. Please send a duplicate copy of this form to the NRP representative in your region.)

2. ALLOW AMPLE TIME FOR DELIVERY. All merchandise is shipped by Fourth Class Mail, which may take as long as 30 days to arrive. All orders will be subject to a 7% shipping charge. The 20% discount may be taken on discountable items. Special Delivery may be requested: There is a minimum charge of $3 or 3% on orders over $100. For UPS delivery a street address is required. A post office box number is not acceptable.

3. Include the following information when ordering:

   a. Complete name and address to which the shipment should be sent.
   b. Product number, specific title and quantity.

4. Order directly from NRP in Syracuse, NY, or its representatives in: Topeka, Kansas; Alhambra, California; and Portland, Oregon. The addresses and phone numbers are listed in the current NRP catalog.

5. NRP accounts are payable within 30 days. Customers receiving a discount are expected to maintain a current account.

6. Should there by any short shipments or errors, please report these immediately, making reference to your customer and invoice numbers. Problems must be reported within 30 days to receive proper credit.

7. Book returns must be received by NRP within 60 days of the invoice date to receive credit. Books must be clean and unmarked.

8. The only LLA certificates available from NRP are: Literacy/ESOL Tutoring Certificates ($.20), Literacy/ESOL Writing Certificates ($.10), Literacy/ESOL Senior or Master Tutor Certificates ($.15). The first two certificates may be ordered and issued only by currently registered LLA-certified trainers and instructors.

Ordering from LLA/Syracuse:

1. All printed brochures and pamphlets may be obtained from LLA/Syracuse. Please state name of brochure, quantity, and reason desired.

2. Certification Applications L-7 to L-26 forms may be ordered from LLA/Syracuse at no cost.

ARIZONA PROJECTS MAY ODER FROM:

CALIFORNIA LITERACY BOOKSTORE
(Laubach Literacy Method)
317 West Main Street, Alhambra, California 91801
Telephone: (213) 282-2196

STEPS FOR DEVELOPING
A LOCAL LITERACY COUNCIL

STEPS FOR DEVELOPING A LOCAL LITERACY PROGRAM
In cooperation with
Laubach Literacy and National Affiliation for Literacy Advance

In order to develop a successful literacy program in your community these steps are recommended for careful consideration and inclusion in your plans. The steps are listed in developmental order. Education Bulletins referred to below may be ordered from the NALA office.

I. Convene an ad hoc local committee of 10-12 persons including:

1. Potential literacy organization leaders.
2. Influential citizens.
3. Representatives from local agencies working with disadvantaged adults.

II. Consider the objectives for your literacy outreach. (You may wish to include all or part of these.)

1. Tutoring of adults in reading and writing

   a. To prepare them for adult education classwork in the public school.

   b. To prepare them to read the Bible and other specific literature for special needs.

   c. To prepare them for job improvement opportunities.

2. Training of tutors, tutor trainers, leaders and possibly writers for literacy programs.

3. Promotion of literacy projects

   a. In the local community.
   b. Internationally.

4. Organization of a local literacy council, or councils (if you are in a larger community).

5. Raising of funds for:

   a. Local volunteer literacy program.
   b. County literacy.

III. Arrange for promotion in order to

1. Inform the community of local illiteracy problems and your proposed plan of action.

2. Recruit adult new readers who wish tutoring.

3. Raise fund for literacy projects.

IV. Survey the literacy education needs of the community through contact with various agencies. Suggestions are given below. Find out what is now being done and how your proposed literacy project can effetively supplement current efforts. In your contacts emphasize your contribution in the area of individualized help to students by volunteer persons who have had training. Your council will be supplementing, not supplanting local ABE/ESL classes.

Welfare and related programs
Vocational and rehabilitation
Business and industry
Public schools
Hospital and health clinics
Local churches and related programs
Community action programs
Public housing authority
Parole officers
Prisons and jails (local and county)
Goodwill Industry
Salvation Army
Rescue Mission
Migrant councils
Neighborhood centers
Employment agencies

V. Recruit volunteers for literacy tutor training to be given in a Laubach Literacy Workshop. Persons may qualify who:

1. Are competent in the reading and writing of English.
2. Are willing to learn the Laubach methodology.
3. Have a commitment to serve.
4. Have an emphatic nature.

VI. Enlist undereducated adults who want tutoring help in reading and writing. This may be done by:

1. Securing names of undereducated adults from such community agencies as are listed above. Enlist their help in sending out simple flyers to their clientele.
2. Door-to-door educational survey, asking such questions as: "Would you like to improve your reading and writing?" ... "Do you know of any adult or young person who may want to learn to read and write?"
3. Use of all communications media, newspaper, radio, TV, flyers, publicity through church and other agencies.

VII. Arrange for a Laubach training program sponsored either by the ad hoc committee or an ongoing community organization (church, service club, women's club, community action program, business, etc.).

1. The Literacy Workshop should provide a minimum of 10 hours of instruction which may be given over a 2-3 day period or a period of 3-4 consecutive weeks. Follow-up workshops should be held periodically in order to refresh volunteer tutors. Provision should be made also for training of new volunteers as needed.

2. A list of names, addresses and zips of workshoppers should be taken at each workshop.

VIII. Organize a local literacy council. Recommended for membership in the local literacy council are officers of the council as well as all persons who have been trained in literacy workshops. Persons who work with the council in an advisory or supportive capacity (with time, talent or treasure) should be included on the council roster.

Recommended functions of the council and leadership are:

1. Administration and coordination of activities - Council Chairperson.
2. Training of tutors - Director of Training.
3. Recruiting of adult readers and tutors - Recruitment Chairperson.
4. Information services and fund raising - Director of Information Services.
5. Coordination of Tutor and Student - Tutor Student Coordinator.
6. Recording of Vital Statistics - Records Chairperson.
7. Ordering and Payment of Literacy Materials - Finance and Supplies Chairperson.

Some of the functions may be covered by more than one person in a small council.

The entire literacy council should meet at least quarterly for business, inspiration and guidance to all those actively engaged in tutoring, training and literacy leadership.

HOW TO ORGANIZE A LITERACY COUNCIL

There are many ways in which local groups may organize to carry on an effective literacy program. They may be simple or fairly complex, depending on the needs of the local program.

Out of experience of the past it is advised that, in order to preserve and continually undergird the initial enthusiasm generated from the first training program, a minimum framework be structured to provide manpower for necessary functions.

The structure need not be called a Literacy Council. It may be the Literacy Committee of a local church, service club, business and professional women's groups. Whatever may be its name, it is recommended that provision be made to cover the following functions.

1. Administration and coordination of activities -
   Literacy Council (or Committee) Chairperson

2. Training of tutors and tutor trainers -
   Director of Training

3. Recruiting of adult readers and tutors -
   Recruitment Chairperson

4. Information and fund raising
   Vice-Chairperson and Director of Information

5. Coordination of tutoring and training program
   Tutor-Student Coordinator

6. Recording of vital statistics
   Secretary of Records Chairperson

7. Ordering and payment of literacy materials and supplies -
   Finance Chairperson

In addition other functions may require leadership:

8. Teaching of English as a new (or second) language -
   TESL Chairperson

9. Publication Chairperson

Some of the functions may be covered by more than one person in a small council.

Recruiting of adult readers and tutors, and coordination of tutor and student could be handled by a Recruiter and Coordinator of Tutor and Student. Or the Director of Training may wish to match student and tutor, along with his/her training duties.

Recording of statistics, ordering and payment of literacy materials and other supplies could be the responsibility of a combined Secretary-Treasurer.

A suggested Local Literacy Council Charter follows.

1. The name of this council shall be the Literacy Council of (your city or neighborhood).

2. The purpose of the Literacy Council is to:

   - Recruit and tutor undereducated adults in reading and writing.
   - Train and provide refresher training and inspiration for tutors, trainers, leaders and writers.
   - Promote interest and cooperative effort of the citizens of the community in the activities of the Literacy Council.
   - Work cooperatively with other literacy projects in the State.

3. Membership and Dues - Members shall be the officers of the council, all persons trained in literacy workshops, and all persons who work with the council in an advisory or supportive capacity (with time, talent, or treasure). Dues shall be $_____ per year.

4. Officers of the Literacy Council shall be Chairperson, who shall administrate and coordinate the efforts of the Literacy Council officers and members and shall call regular meetings of the Executive Committee, Advisory Board and members.

   Vice-Chairperson and Director of Information Services, who shall assist the Chairperson, give special attention to promotion of the Literacy Council program through communication media, and direct fund raising activities for the Literacy Council.

   Secretary - who shall record minutes of meetings; shall record statistics of new readers progress and of training programs; shall keep tutor, leaders, and student profiles.

   Treasurer or Finance Chairperson - who shall receive and deposit monies of the Council (or Committee); shall collect annual dues; and shall order and pay for all literacy materials and supplies for the Council (or Committee).

   Director of Training - who shall provide training and refresher training programs as needed for tutors, leaders, trainers and writers for the Council; and who shall work closely with the Recruitment Chairperson and the Tutor-Student Coordinator.

   Recruitment Chairperson - who shall recruit both adult new readers and tutors through all available communications media; who shall work closely with the Tutor-Student Coordinator to determine needs.

   Tutor-Student Coordinator - who shall match tutor with student according to temperament, geographic location, special needs; who shall work closely with Recruitment Chairperson to meet the demand for both tutors and adult students.

5. Executive Committee: The officers shall comprise the Executive Committee.

6. Advisory Committee: The Advisory Committee shall consist of prominent business, industrial, educational, social, civic and religious leaders who will support the work of the local Council (or Committee) financially and in other ways. The Board will serve to advise the Executive Committee. This committee is very important in fund raising drives.

7. The Standing Committees may include:

Membership	Publications and Library
Training	Information and Fund Raising
Recruitment	Nominations

The Literacy Council may incorporate according to the laws of your state as a charitable organization, in order to receive tax deductible contributions. Many councils have found a lawyer to handle the procedure without cost. It is best to wait until you are well organized locally to do this.

JOB DESCRIPTION
TUTOR COORDINATOR

GENERAL STATEMENT OF DUTIES AND POSITION

The Literacy Coordinator is directly responsible to the local literacy council. She/he coordinates activities of the volunteers and students. In performing these duties, she/he assumes the duty of matching students and tutors and is involved in the tutor-training sessions.

GENERAL QUALIFICATIONS

The position demands a strong commitment to the task of teaching the adult illiterates. In addition, she/he must possess an ability to work cooperatively with others and maintain the anonymity of the student.

MAJOR RESPONSIBILITIES

1. Tutor training sessions

    a. Makes and receives telephone calls prior to the session.
    b. Collects and maintains records of money for registration and tutor kits.
    c. Maintains lists of prospective tutors and students.
    d. Conduct literacy workshops.

2. Tutor-Pupil Placement

    a. Maintains files of prospective tutors and students.
    b. Matches tutors and pupils at tutor-training session or by phone.

3. Monthly Tutor Meetings

    a. Assists reading consultant with monthly meetings of tutors.
    b. Notifies tutors of meetings.

4. Reports

    a. Writes annual reports.
    b. Keeps Adult Basic Education records for report purposes.

TUTOR TRAINING

When the local community has a sufficient number of prospective tutors interested in receiving the training, the tutor trainer will present a twelve hour workshop. A recommended arrangement is to prepare the tutors in four sessions of three hours each.

A typical twelve-hour tutor trainer workshop schedule follows.

COURSE OF STUDY - TUTORS

TUTOR-TRAINING WORKSHOP
(Four sessions of 3 hours)
7:00 - 10:00

SESSION I

TIME	SUBJECT	MINUTES
6:50	Registration	15
7:05	Introduction of Crew	5
7:10	Ameruss Chart	15
7:25	Scope of Workshop Overview Skill Book I Demonstration - Lesson 1: chart and story	25
7:50	Chart 1, chorally	10
8:00	Manuscript Writing (Practice by Tutors)	30
8:30	Coffee	20
8:50	Chart 1, Story 1 (Tutors' Practice)	30
9:20	Finish lesson in sequence (Homework) Chart 2 - note change of language Demonstrate Lesson 5 Lessons in Sequence (Note Oral Skills, Lesson 6) Correlated Reader, Checkup, Diploma (Show and Explain)	35
9:55	Assignment (Homework for Tutors): Prepare to teach chart 2, 3, or 4 (Skill Book I) Read through entire lesson for chart prepared	

SESSION II

TIME	SUBJECT	MINUTES
7:00	Class introductions	20
7:20	Background information Problem of illiteracy; local needs	15
7:35	Role Playing - Presentation of chart Skill Book I: charts 2, 3, and 4	15 20

SESSION II (cont.)

TIME	SUBJECT	MINUTES
8:10	Overview Skill Book II Demonstration - Skill Book II: Lesson 1, chart and story	20
8:30	Coffee	30
9:00	EOTO - Chart 1, Story 1. Finish whole lesson	25
9:25	Report - "Standard vs. Nonstandard"	10
9:35	Speech Sounds	20
9:55	Assignment: Read TM pages 3-20	

SESSION III

TIME	SUBJECT	MINUTES
7:00	Discussion of Assignment TM - pages 3-20; Test Manual	10
7:10	Lessons in Sequence - Skill Book II Correlated Reader, Checkup, Diploma	20
7:40	Overview Skill Book III Demonstration - Lesson 2: chart	20
8:00	Lesson II (syllabication)	30
8:30	Coffee	30
9:00	Writing for the New Reader	55
9:55	Assignment: Writing	

SESSION IV

TIME	SUBJECT	MINUTES
7:00	Sharing Writing Assignments	30
7:30	Lessons in Sequence - Skill Book III Correlated Reader, Checkup, Diploma	60
8:30	Coffee	30
9:00	Review Supplementary materials	30
9:30	Certificates	
	Responsibilities of new tutors Local organization	20

SOME TRAPS IN PLANNING AND CONDUCTING WORKSHOPS*

One of the greatest resources for all of us is the ability to learn from our achievements. Another good resource is the opportunity to learn from our mistakes, and from the learnings of others who have "tried that before" and have been innovative in finding ways to avoid traps and improve upon their successes.

Traps During Planning and Preparation

1. Workshop planners often plan with no data about the participants, their hopes and expectations about the purpose of the workshop. Often workshops are planned in a vacuum with no idea about who is coming, why they are coming, or really what specifically ought to be accomplished at the workshop.

2. Lack of involvement in the planning by those who will be at the workshop. When potential participants are not involved in some way they'll probably not take an active part, or they may not even come. They feel they have been planned for, so their attitude is: let the planners do it! We have no "ownership" of this workshop!

3. Beautiful, but illegible, visual aids. So often visual aids are produced that are visually very pleasing but have not been tried out in large rooms or have not been tested for the distance from which they can be seen. Be sure to check all you visual aids beforehand, and all pieces of equipment, in the room where they are to be used.

4. Same place and plan, same time. Though sameness gives security to some, it bores others. Why not vary the place and time to suit different people of the group? Or ask group members what, where, when they'd like to meet next time.

5. Equipment that does not work. Check your equipment beforehand, but even when equipment checks out it sometimes breaks down at the time you most need it. So have an alternative plan up your sleeve, just in case.

6. No agenda, or the one that omits among the items a review of the purposes for this particular workshop. For some workshops no agenda exists or if it does it is the only one, and may be in the hands of the leader. Also it is important to review and communicate the purpose(s) of each workshop phase.

7. Too many items/activities planned for the time available. This is a trap that many workshops fall into, and a realistic plan is needed in relation to how much time various items or activities will take. If you have more items than the time allows, then cut out some items, or else arrange to put them in as pieces you can work on in small groups after the workshop or substitute these for items of lower priorities.

*Adapted from Taking Your Meetings out of the Doldrums. Schindler-Rainman, Eva; Lippitt, Ronald; and Cole, Jack. Columbus, Ohio: The Association of Professional YMCA Directors, 1975, pp. 43-46.

Traps During the Workshop

8. No sharing of agenda. There is only one copy of the agenda available, and the leader has that. It is hard for participants to feel involved when they cannot see and hear the plans of the workshop.

9. Formal, classroom style seating, that is, rows of chairs all facing the front. This gives the participants the nonverbal clue that all action and wisdom comes from the front of the room. It makes it hard to participate actively. The only reason to have this kind of room setup is when the seats are fastened to the floor.

10. Workshop starts with nothing to do for early arrivers. If you know that your workshop will have a "raggedy start", plan something for the ahead timers to do, discuss, or think about. It may be a question you want them to discuss, or it may be the use of the paired interview, or it may be some other way to get together in a table group. There needs to be some programmed way to utilize the prestarting time constructively.

11. Long introductions of speakers, consultants, helpers, etc. This usually produces psychological distance between them and the participants. If you need an extensive introduction/background material on a person in order to acquaint them with that person, have those materials dittoed or mimeographed for everyone beforehand. Or give them out at the beginning of the workshop. Then you can give a short, warm, relevant welcome instead of a long introduction. Often speakers have ideas how they would like to be introduced.

12. Too long coffee breaks are often a waste of time and money, and also disrupt the continuity. Why not have coffee and tea available throughout the workshop and design the workshop in such a way that there will be moving around and stand-up time as part of the way the work of the workshop gets done?

13. Failure to deal with feelings of participants. Often groups are so task-oriented, that they skip even obvious feeling issues that need to be dealt with in order to better proceed with the task. For example, if people are very hostile to one another, it is important to deal with that hostility rather than overlook it. The task will get done much better if this is done.

14. Neglecting to carry the group "into the future" to guarantee that the work of the workshop will pay off - such as being sure that decisions and commitments are made about who will do what and when to follow through.

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A CHECKLIST FOR PLANNING WORKSHOPS*

It is so easy to forget some crucial items in the planning of workshops - some materials you wanted to be sure to have available, the telephone call to the custodian, the name tags, and many others. We have found it indispensable, and very embarrassment-preventing to have a checklist to review and check off as part of the process of planning and leading workshops. The one on the following pages should be a good starter; one to add to because all workshops, of course, are different - headings and most of the items are quite universal.

The checklist is organized under:

1. Publicity - Promotion - Notifying
2. Agenda and Resource Materials
3. Resonsibilities at the Workshop
4. Space Check-out
5. Equipment for the Workshop
6. Materials for the Workshop
7. Budget
8. Just Before the Workshop
9. During the Workshop
0. After the Workshop

CHECKLIST

	1. Publicity/Promotion/Notifying	Who Responsible	By When
_____	notices - to whom	_____	_____
_____	letters of invitation	_____	_____
_____	direction to workshop place	_____	_____
_____	phone calls	_____	_____
_____	news releases	_____	_____
_____	contact with the media	_____	_____
_____	copies of workshop plan	_____	_____
_____	pictures/photographs	_____	_____
_____	other	_____	_____
	2. Agenda and Resource Materials		
_____	copies of agenda	_____	_____
_____	contact people on the agenda	_____	_____
_____	materials needed (e.g., reprints)	_____	_____
_____	previous agreement and time commitments	_____	_____
_____	other	_____	_____

*Adapted from Taking Your Meetings Out of the Doldrums. Schindler-Rainman, Eva; Lippitt, Ronald; and Cole, Jack. Columbus, Ohio: The Association of Professional YMCA Directors, 1975, pp.29-34.

3. Responsibilities Before the Workshop

		Who Responsible	By When
_____	leadership assignments	_____	_____
_____	documentation or recording assignments	_____	_____
_____	resource persons	_____	_____
_____	observers	_____	_____
_____	"hosting" roles	_____	_____
_____	trying out equipment	_____	_____
_____	test whether charts, posters are readable	_____	_____
_____	test electrical outlets	_____	_____
_____	preview films for timing and content	_____	_____

4. Space Check Out

_____	size and shape of space	_____	access to meeting room(s)
_____	electrical outlets	_____	lighting
_____	mike outlets	_____	name of custodian/engineering, where to be reached
_____	acoustics	_____	telephone access for messages and calling out
_____	doors	_____	exhibit space
_____	bathrooms (where, number can accommodate)	_____	wall space for newsprints, etc.
_____	stairs	_____	emotional impact (color, aesthetics)
_____	elevators	_____	others
_____	heat/cold regulation	_____	
_____	ventilation	_____	
_____	parking facilities: number and access	_____	
_____	registration area location	_____	
_____	transportation, access to facility	_____	
_____	room set up arrangements	_____	

5. Equipment for Workshop

_____	tables (number, size, shape)	_____	extension cords
_____	chairs (comfort, number)	_____	ditto machine or other duplication equipment
_____	microphones	_____	film projector
_____	audio tape recorder	_____	chalkboard - chalk - eraser
_____	audio tape cassettes	_____	typewriters
_____	video tape recorder	_____	waste baskets
_____	video tape cassettes	_____	bulletin boards
_____	overhead projector	_____	pillows
_____	newsprint easel (chart stand)	_____	projection table(s)
_____	slide projector	_____	flannel board
_____	screen	_____	others
_____	platform	_____	
_____	coffee, tea dispensers	_____	
_____	water pitchers	_____	
_____	cups	_____	
_____	transparencies and appropriate pens and grease pencils	_____	

9. During the Workshop — Who Responsible

_____	meeting, greeting, seating of participants and guests	_____
_____	documentation - recording	_____
_____	greeting of late-comers	_____
_____	evaluation activity	_____
_____	handing out materials	_____
_____	operation of equipment	_____
_____	process review, stop sessions, etc.	_____
_____	announcements	_____
_____	others	_____
_____		_____
_____		_____
_____		_____
_____		_____

10. End of Workshop - And After — Who Responsible

_____	collect unused materials	_____
_____	return equipment	_____
_____	clean up	_____
_____	thank helpers	_____
_____	read and analyze evaluation/feedback	_____
_____	prepare feedback on feedback	_____
_____	mail follow-up materials	_____
_____	remind people of their follow-up commitments phone _____ write _____	_____
_____	lay plans for next workshop if there is to be one	_____
_____	pay bills	_____
_____	collect outstanding monies	_____
_____	others	_____
_____		_____
_____		_____
_____		_____
_____		_____

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PUBLIC RELATIONS

What is Public Relations?

Public relations for a literacy project is anything that the community learns about your organization and its activities. Your project cannot exist in isolation and will not live without a continuous supply of new volunteers and the support of your community. You must create and maintain good public relations practices so interested people will get to know about your program and its purposes.

What an effective public relations program does is help recruit new volunteers and financial contributions. It also will secure more coverage by the local news media, maintain community awareness of your group's values, and secure recognition for your volunteers. Public relations cannot be haphazard -- it has to be planned, continuous action designed to convince the public that literacy volunteers are an important productive part of the community.

Know Your Community:

Just whom do you want to reach - that is, to identify the "publics" or groups you wish to reach. After you decide whom you want to reach and why, search for the best medium or method to reach your audience. Different "publics" and messages require a wide variety of media. To reach the general public for a fund drive, you may want coverage in the local newspaper or a local radio or television station. To recruit volunteers, you'll want public service announcements on your local radio station along with announcements in the local newspaper.

Possible Publics

- Senior Citizens
- School Volunteers
- College Students
- Business Executives
- Homemakers
- Service Clubs
- Union Members
- Fraternal Organizations
- New Residents
- Church Groups
- PTC/PTA Groups
- Business and Industry Employees
- School Support Staff
- Retired Teachers
- Military Groups

Don't expect too much space or time because of spiraling production costs. Don't take this as a reflection of the quality of your PR efforts; it reflects, instead, a financial reality. For this reason, concentrate your PR efforts on the people involved and served by your project. "Word of Mouth" is a great help in small communities. Schools will also help spread the "good news" about your project and so will your local libraries.

Make a Media Personnel List:

Keep a file of pertinent information about local newspapers, radio, and television stations at your fingertips. Show names, addresses, telephone numbers, and key contact persons.

- Newspapers: Don't forget your shoppers' guides or school newspaper. In smaller communities, your weekly newspaper is a project's best friend.
- Television and Radio: Most television and radio stations have public service spots. Phoenix, Tucson, and Flagstaff television stations are seen and heard in small towns throughout the state.

News media personnel change quite often, so you should update your list of names at least every six months.

News Releases:

The basic tool for communicating with the public is the news release. That's news release, not press release. What was formerly a press release now does triple duty serving the print media, radio, and television; it has been renamed accordingly.

The release is a standard news story written in accepted newspaper style and, in theory, is ready to print. The "inverted pyramid" is accepted newspaper style. This means that the most important information is put in the first sentence; then follow it with other information in descending order of importance. The first sentence should include the all important who, what, when, where, why, and how of the story.

Do not expect your "brain child" to be published exactly as you wrote it. Most newspapers usually rewrite a news release in their own style, and radio and television news departments rephrase it so it is short and easy to read aloud. If the content of your release is worthwhile, this presents no problem. The release will serve its purpose well if it is told in a professional manner.

The project's name, address, and telephone number should be at the top of the news release, along with the name and job title of the person to be contacted if more information is needed. Use wide margins and allow two inches between your top-of-page identification and the first sentence of your release. Type your releases double-spaced on 8½ by 11 inch paper. Your releases will look more professional and be more recognizable if you always use the same format, same headings, same paragraph indentications, and margins.

Most releases should be marked FOR IMMEDIATE RELEASE just above the top line of the body of the story. If you want the release to be used at a certain time on a certain day, be sure to indicate that. It is best not to mail a release until time for it to be used.

If a release runs more than one page, type - more - at the bottom of the first page. Type - 30 - at the end of the release and be sure to number all pages.

Listed below are some basic guidelines for writing the body of a news release:

- Make sentences short, simple, and concise.
- Use the active rather than the passive voice, whenever possible. For example say, "Project SAVE volunteers tutored twenty non-English speaking adults . . " rather than "Tutoring help was given to non-English adults by Project SAVE volunteers . . ."
- Don't editorialize — cover all the facts and be completely factual.
- Omit most adjectives.
- Simplify punctuation.
- Do not break a paragraph at the end of the page.
- Be sure the words in your release are spelled correctly, especially the names. Proofread your release several times. Complete accuracy should be your goal.

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Items of general interest may be sent to all media outlets. However, if you have an item which seems especially geared to one reporter, or in a small community with only one or two media contacts, pick up the telephone and suggest to a reporter that you might have an interesting story to be covered. In other words, to get the most out of each positive event a person-to-person approach is usually far superior to an impersonal piece of paper that is sent to every news outlet in town. You may run the risk of having a potentially eye-catching story end up as a two- or three-paragraph story under ads on page D-6.

THE ABC's OF PUBLIC RELATIONS:

The following suggestions on working with news directors, reporters, and editors will not guarantee communication miracles but they may ease your relationship with the media.

1. When talking with a reporter, never use the word publicity. Reporters do not think of themselves as being in the publicity business. A reporter is a journalist, not a public representative for your program.
2. If your story doesn't get printed, it simply doesn't get used. Don't bug the reporter about it. As you have more experience you will become better able to select stories that will whet the reporter's interest. Whatever you want printed or broadcast should be really news not trivia.
3. Don't tell a reporter how to present a story. Would you be willing for s/he to tell you how to run your volunteer project?
4. Don't ask to see your story before it is printed or aired. This is an insult to the reporter and editors frown on the practice. Frowning editors do not bring joy to the lives of reporters.
5. If you promise a reporter exclusive coverage of a particular event make it just that, exclusive. But if you are sending out a general news release, omit no one.
6. Help to localize national news. If you see something about volunteerism at the national level, try to find a related story happening within your program.
7. Give praise where merited. If a story about your program was accurate and objective, say so. The reporter will be grateful if you say thanks with a written note, with a copy to his/her boss.
8. Deal with the media thoughtfully, impartially, efficiently, and professionally if you expect to have a good public relations component for your project.

YOUR LOCAL PRESS RELEASE IS A BIG PROMOTION WEAPON . . . HANDLE WITH CARE

Mail to all daily papers and local weeklies. Your library should have up-to-date directories listing every paper or periodical you want to reach. Deadlines? Just call the editor and ask.

FOR IMMEDIATE RELEASE

DATE: (Ask editor when he/she wants material, then date your release accordingly.)
FROM: (Name, address of your group)
CONTACT: (Your name and/or another)
PHONE: 123-4567 (weekdays 9 to 5)

One in (#) adults in (your area) are functionally illiterate. These persons cannot read well enough to fill out job applications or read directions on food and medicine labels.

A group of (#) trained volunteer tutors, who form the (council), is fighting illiteracy in (your area). (Your council), which is one of 640 U.S. affiliates of Laubach Literacy Action, provides free, one-to-one tutoring to non-readers and non-English speakers.

In the U.S., more than 26 million adults fill the illiterate ranks. "Most people do not realize how widespread the problem is," said (director's name), director of (your council). "Illiteracy compounds our social problems of poverty, crime and poor health," (he/she) added.

(Your council) is planning a training workshop on (date) for new volunteers in conjunction with International Literacy Day, September 8.

"We hope to train at least (#) new volunteers at the workshop," said (director). In 1982, (your council) taught basic reading and writing skills to (#) adults in (your) area, according to (your director).

To volunteer, or for more information about (your council), call (council or director) at (phone #).

-30-

Follow the basics—

KEEP IT SHORT, NEWSY, TIMELY

By following the basics when preparing a news story, you have a good chance of seeing it in print. Be objective. Don't editorialize. Here are some simple rules to follow:

1. Type it double-spaced on one side only of 8½" x 11" paper.
2. Leave ample (1½") margins, both left and right.
3. At the upper left hand corner, type your name, address and phone number. This identifies you as a news source, and the editor will have no trouble reaching you if he has any questions about your story. If you have a PRESS RELEASE letterhead, use it. It may get a bit more attention.

The sample news story (above) should be re-typed as suggested and blank areas filled in. *What you fill in the spaces will give the needed local impact and importance.* Avoid adjectives and glowing tribute.

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1 GET ORGANIZED.

A Literacy Event is something you can create. Schedule anything that focuses public attention upon your special literacy program.

Here are some examples: The week you launch your Big Fund-Raising Campaign, Your Volunteers in Literacy Week, Your Training Workshop, and don't forget International Literacy Day, September 8. That's the day (week or month) the whole world talks about literacy.

So plan accordingly. As a Literacy Leader, you should lead the way. Here's a suggestion leading to an event eight weeks away. It's just an example, but can be used as a point to a start from, regardless of what your program is.

1st Week - contact the "doers" in your group and set a first meeting date. State general goals, discuss alternatives, "brain storm". . .then firm up program. Assign responsiblities and completion dates.

2nd Week - contact by phone, or personally, other groups who will help. How about adult education agencies, libraries, ministerial associations, Church Women United, foreign students' association and community and business leaders? You can think of others.

3rd Week - contact monthly publications stating you've a "hot" story for next month. See house organ editors in businesses. Contact churches, schools, and fraternal groups. Line up speaking dates. Recruit and train speakers. Contact libraries, banks, malls, etc., to arrange displays. Duplicate flyers, mailers, announcements, posters, and letters. Mail. And display notices in conspicuous places.

4th Week - Meet with your committee. Check assignments. Be enthusiastic and offer to help where needed. Contact churches to participate in Literacy Sunday. Contact broadcast media. Set interview times. Workshop Committee sets Fall training dates. Request mayoral proclamation, if appropriate.

5th Week - See newspaper editors for feature stories. Sample topics; Local literacy problems, guest speaker, student success story, tutor recognition, special literacy project, International Literacy Day. Broadcast media PSAs, church bulletin announcements and mail general press release.

6th Week - Recheck assignments. Offer encouragement. Suggest alternatives if a problem comes up.

7th Week - Deliver flyers to participating groups. Offer more encouragement to your group. Report briefly what has been done, and what is left to be accomplished.

8th Week - Your Special Event Day

9th Week - Evaluation and Feed Back period.

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Radio: Red hot because it works.

Radio is in!

A recent national study by R.H. Bruskin Associates reveals adults 18 and up spend almost as much time with radio each day as television.

Radio has great potential for promoting your outstanding literacy work. Radio helps you recruit volunteers, students and raise community awareness.

To get on the air, follow these steps:

1. Call your local station and briefly introduce yourself and your literacy program.
2. Ask the station if they allow air time for public service spots.
3. Ask them if they will read a 15-second spot for which you will provide written copy. (Some stations prefer receiving a postcard on which ready-to-read copy is typed. This is easier to manage and is often of better quality than a taped spot on cassette.)

SAMPLE

"One in five adults in the U.S. can't read. If you can read, fight illiteracy by becoming a volunteer tutor. Call (council's name) at (phone). That's (phone)."

T.V. PSAs

-30 seconds (2" video tape)

My name is Eli Wallach. For actors, being able to read is part of the job. Yet one in five Americans can't read well enough to hold a job. For most of us, that's hard to believe; we take reading for granted. Please do believe it. These non-reading adults need your help. It's help you can give as a volunteer. Please call and say you care.

Cut to local program name and no.

-30 seconds (16mm film)

I'm Mrs. George Bush. One out of every nine adult Americans can't read well enough to fill out a job application, apply for a driver's license or read to their children. Illiteracy is a terrible suppression of the human spirit--and it's a problem our country can't afford. If you know someone who can't read--or you'd like to become a tutor--call us at this number.

Cut to local program name and no.

-30 seconds (2" video tape)

Hello, I'm Jack Klugman. In a recent episode of "Quincy," I helped solve a case where a man was killed because he couldn't read the warning signs in a high-explosive area. Do you realize that one in five American adults can't read? Illiteracy is an alarming problem that threatens the security of all of us. Please contact your local literacy program and find out how you can help.

Cut to local program name and no.

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FUND RAISING

Any worthwhile effort takes careful planning, organization, and hard work. This section will provide some guidelines to help you with corporate, foundation, and private organization fund raising.

1. Written Statement of Purpose of the Project and a Budget:

   The statement of purpose should be brief, but concise, which summarizes your literacy volunteer program to potential donors. Also, you will need a one-page budget. Some important facts in the statement should be:

   - o A concise description of your volunteer program.
   - o The positive effects the program has on the local community.
   - o An estimate of the number of tutees to be served.
   - o A list of businesses/foundations/grants that already support your project. Also, how you will go about obtaining additional community support.
   - o Number of volunteers now serving and the number you hope to enlist during the year.
   - o A line-item budget, one page, detailing project expenses.

2. Sources of Local Funds

   You must remember, many corporations and funding foundations operate on a yearly calendar and have strict deadlines for applications. Make sure your request arrives on time.

   - o Corporations and Small Businesses.

     Many national corporations contribute money for the betterment of communities in which they have offices or plants. The local plant's public relations office is a good place to inquire about funding. Also, don't forget the small businesses in your community. They have always been important sources of money, equipment, supplies, and services to volunteer programs.

   - o Foundations.

     Become familiar with the Foundation Directory, published by the Foundation Center, 888 Seventh Avenue, New York, NY 10019, Telephone (212) 975-1120. The book can be found in some libraries. Foundations are excellent sources of income for volunteer programs.

   - o Community Funds.

     United Way and Community Chest are examples of local affiliates of larger organizations. Contact the community funding source in your area and request an opportunity to present your program to them.

   - o Special Events.

     Special fund raising events are a familiar way of asking the local community to help. Remember the familiar bake sales, theater parties, cook books, benefit concerts, fashion shows, car washes, and suppers. Regional or traditional customs vary. Find out what works in your community. Some localities have special communitywide fund raising events in which your group can participate.

Fund raising events require planning and mobilizing the full energy of your volunteers. There is one excellent source of extra help for these events -- the people served by your project.

- o Civic Organizations, Associations, and Unions.

  Take inventory of the organizations of this sort in your community and contact the most likely sources (e.g., churches, PTAs, sororities/ fraternities, and service organizations such as the Lions, Rotary, Elks, and Kiwanis).

3. Funding Activities

- o Presentation.

  You must be prepared to present your program to potential contributors. Your initial contact could be by letter or telephone. Follow this up with a request to present your case. First, your listeners will be concerned with matters of finance and cost. Here are some important tips:

- --- Place your project in a national context. Explain that yours is a part of a network of literacy volunteer programs across the country.

- --- List other sources of income.

- --- Show how your program will benefit the donors. For example, business donors will improve public relations and can eventually expect better qualified employees.

- --- One picture is worth a thousand words, so supplement your presentation with audiovisual materials, brochures, and presentation of some of the tutees telling how they have benefited from the program.

- --- Ask for suggestions of other possible funding sources.

- o Writing Application for Funds.

  Many funding sources require a written project proposal. The application forms explain just how to fill out the forms. Applications should speak to the funders' purposes and interest. Some things to include: who you are; how your program operates; how it benefits the community; and a budget to provide cost information.

  Written application can be prepared carefully, which is an advantage. If you give yourself time, you can do advance research and a detailed needs assessment. Write and rewrite your application until you are satisfied.

  If a narrative proposal is requested, be concise and present the same type of information that you would in a formal proposal application that uses printed forms.

4. Follow-Up Activities.

Fund raising is an ongoing process — it doesn't stop when you get your application in the mail or an oral presentation is made. Here are a few tips:

- o Letters.

  Keep in touch with your funding sources. You may wish to expand on your presentation or inform them of new developments.

- o Further Contacts.

  A source may not be able to help you at present but asks you to come back in a few months. Be sure you do.

- o Sustaining Contributions.

  Always check on your funding sources on reapplication procedures. Also any reports you should present.

- o Other Leads.

  When contracting a funding source, be sure to ask for suggestions for other potential donors. Investigate all possibilities mentioned.

- o Give Thanks.

  Be sure to acknowledge donation of services, materials or funds with an official thank you letter. Personal touches are always appreciated. A personal handwritten letter from a volunteer or a tutee in your project is a gracious way of expressing thanks.

BIBLIOGRAPHY

Publishers of Materials for Adult Education:

- Free Catalogues -

Cambridge - The Adult Education Company, 888 Seventh Avenue, New York, NY 10106.

Fearon Education. Special Books for Special People, 19 Davis Drive, Belmont, California 94002

LERN Catalogue: Publications in Adult Learning and Community Education, 1221 Thurston, Manhattan, Kansas 66502.

Lakeshore Curriculum Materials Company - Life Skills, 404 Oak Street, Syracuse, New York 13203 (315) 474-7039.

National Textbook Company - Adult Education for Academic, Vocational, and ESL Programs, 4255 West Toughy Avenue, Lincolnwood, Illinois 60646.

The New Reader's Press Catalogue - Division of Laubach Literacy International, Box 131, Sycacuse, NY 13210.

California Literacy Bookstore - Laubach Literacy Method, 317 West Main Street, Alhambra, California 91801 (213) 282-2196.

Santillana Publishing Company, Inc., 257 Union Street, Northvale, NJ 07647

Cloud Associates, P.O. Box 39016, Phoenix, AZ 85069 (602) 866-7820

Scott, Foresman - Lifelong Learning Division, 1900 East Lake Avenue, Glenview, IL 60025 1-800-323-5482 (Toll Free)

Science Search Associates, Inc., 155 North Wacker Drive, Chicago, IL 60606.

a. Corrective Reading
b. Corrective Mathematics

Steak-Vaughn Company, 807 Brazos, P.O. Box 2028, Austin, TX 78768 1-800-531-5015.

Teachers College - Columbia University, Teachers College Press - Adult Education, P.O. Box 1540, Hagertown, ME 21741.

APPENDIX

HELP OTHERS BE ALL THAT THEY CAN BE!

VOLUNTEER TO TUTOR ADULTS IN

READING
WRITING

OR

ARITHMETIC

Contact Your Project S.A.V.E. Coordinator:

_____

_____

EDUCACION PARA ADULTOS

ENSEÑANZA PARA TODA LA VIDA

GRATIS

Para Todos Máyores de 16 años de edad

APRENDA A LEER

HAY QUE SABER LEER — NUNCA ES MUY TARDE PARA APRENDER

SI USTED NECESITA MÁS INFORMACIÓN LLAME A

_____

_____

_____

¡NO SE DILATE! ¡COMIENZE HOY!

APRENDA MATEMATICA

PARA QUE LE AYUDE TODOS LOS DÍAS EN SU TRABAJO Y SUS NEGOCIOS

APRENDA INGLES

PARA LA PERSONA QUE HÁBLA ESPAÑOL

APRENDA A ESCRIBIR Y A DELETREAR

APRENDA A ESCRIBIR CARTAS

APPRENDA A LLENAR SOLICITUDES DE EMPLEO

Pagada Por El Departamento De Educacion, Estado De Arizona,

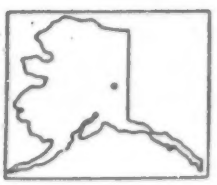
Titulo III, L. P. 91-230

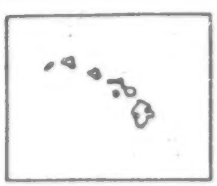
IMPORTANT!

NOW is the time to REGISTER!

Laubach Literacy Action (LLA), the fastest growing volunteer literacy movement in the U.S., looks forward to the remainder of the 1980's with enthusiasm and confidence that we can win the fight against illiteracy.

But this can only be done with the help of the volunteer groups concerned with the problem. Groups must join the LLA movement to fight illiteracy, and in preparation for this renewed, joint effort, LLA is evolving new, flexible plans so a wide range of concerned groups can join the national literacy campaign.





(Represented on this map are more than 525 Laubach Literacy Action councils/ associates which, through volunteer tutors and supporting staff, donated approximately two million hours in 1983 to advance literacy in the U.S.)

An LLA council membership includes the following benefits:

- a 20% discount on all materials by New Readers Press;
- regular mailings from New Readers Press with exciting, new materials to meet non-readers' needs;
- technical assistance from LLA national office and SDUs (Service Delivery Units) to build local council/associate effectiveness;
- annual and special literacy promotion kits;
- four issues of Literacy Advance
- information on national and regional conferences, balloting, bylaws, etc;
- materials designed to aid trainers and groups in their on-going efforts to be more effective, and serve more students;
- national biennial conferences to give volunteers the opportunity to share expertise and experience, and gain knowledge of new techniques and materials;
- affiliation with the largest volunteer literacy organization in the nation.

Your partnership with Laubach Literacy Action is vital for the continued growth and strengthening of the United States literacy movement--a movement that must not falter if more non-readers are to learn the basic skills needed to improve their lives.

LAUBACH LITERACY ACTION
1320 Jamesville Ave., P.O. Box 131
Syracuse, NY 13210
(315) 422-9121

BEST COPY AVAILABLE

TO: Alice Castaneda
Janice Hobbs
Ofelia Janssen
Janet Neal
Ivone Peabody
Patsy Villolobos

FROM: Joyce Larsen

During the next few months, I would like to help you develop a program that will survive over the coming years. Illiteracy is increasing every year and only 3% of those needing help are receiving it. Literacy programs need to reach the other 97%.

There are many things that make a good program, but two of the most important are dedicated volunteer coordinators and money. Project S.A.V.E. is very fortunate to have dedicated, hard working volunteers. You have all done an excellent job. Remember when you thought the job might be impossible? Remember when you wondered if you would ever have tutors and students? I am really, really proud of all of you. There has been so much to learn and so much to do. There would be no Project S.A.V.E. without you.

You have all had at least two local training sessions as well as a session in Miami and another in Douglas. I know that each of you can now give training sessions on your own. Mamie and I will continue to be available to give any assistance possible via the phone and mail.

I have been trying to think of things that may make your job easier. The Gila Literacy program was chosen as a model for project S.A.V.E. I think a few of the things we have done over the past seven years may be of some help making your programs easier to run and to support financially.

I would like you to develop a governing board. This board could be the Friends of the Library. Many Friends groups across the country support literacy programs.

We have a board that includes the coordinator, librarian, community leaders, tutors and students. Once a month we meet for a few hours to discuss what has happened and to plan for the coming months. The board helps achieve continuity in many ways. If the volunteer coordinator leaves (Charlotte Baird retired from our program in January) the board makes sure a new coordinator is ready to fill the gap. If a program does not have a coordinator, then the program dies. This has happened in the past.

If your local program is to survive over the years it must be funded from sources other than government grants. Past experience has shown that many programs end when the funds are no longer available to support a volunteer coordinator and buy materials. After February 1984 project S.A.V.E. will have used most of the grant monies available for this program.

How to raise funds? That is a difficult question for any organization, but it must be done. At the moment, the Gila Literacy Program Board is starting a campaign to raise funds to support the program for another year. I have attached a copy of the letter we will be sending to businesses and organization in our area. I have already started speaking to various groups about our program and our need for funds. Church groups are often very supportive. For two years the Presbyterian church has given us a grant.

We discussed fund raising as one of your responsibilities when you became a VISTA Volunteer and this is indeed a very important part of your job. Unfortunately, it is one most of us dislike. But, at some point, you will need funds to continue.

I think all of us need to honestly evaluate what may happen when your terms as VISTA Volunteers end. I hope you will continue as the volunteer coordinator in your area. There is so much work to be done and each of you is doing a first class job. Would you be willing to continue on if there was no salary? If not, it may be important that funds be raised to pay a coordinator or a coordinator must be chosen who will be willing to work without a salary. It would be easier to just avoid this problem, but I know that without a volunteer coordinator the programs will not survive. You must evaluate the needs of your program and propose a budget for at least one year. Then it will be necessary to raise those funds.

I want each Project S.A.V.E. site to have a governing board by April 15th. I also want a budget proposal to cover your expected needs for one year to be submitted by the end of April and a fund raising plan.

I will be glad to work with you in any way possible. If you call me directly, I will reimburse you for the phone charges. Communication will be extremely important, especially now that we will not be meeting in person. My home number is 425-7457 and you can call me before 8 a.m., in the evening or during the day. You can also leave a message for me at the Miami Library 473-2621. You can contact Mamie Sizemore or Sterling Johnson on the hot line, 1-800-352-4550.

Again, I want to congratulate each of you for all you have accomplished in such a short amount of time and with so little money. You are doing an excellent job and I want to help. Please call on me.

Sincerely,

Joyce

Joyce Larsen

BEST COPY AVAILABLE

2008 Ninth Street
Douglas, Arizona
June 10, 1984

Mr. Sterling Johnson
Director Adult Education
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007

RE: DOUGLAS PROJECT SAVE

Dear Mr. Johnson:

Since September 1983, I have followed Project Save with great interest. The dedicated volunteers, under the direction of Ophelia Janssen, are working hour by hour teaching adult Hispanics how to master the English language.

The briefing reports mailed to your office last week cover all aspects of the program from its first campaign to the present moment.

In order to emphasize the importance of Project Save to this community, I should like to review briefly our economic situation. We have not even begun to recover from two tremendous blows--the peso devaluation which seriously disrupted border retail markets and the catastrophic copper industry recession.

Douglas community leaders are joining forces to attract small industries, retirees and tourists to this area. The one single important factor our residents need in order to provide services in these three endeavors is the ability to cope with change. The population of this community is almost 80% Hispanic. Adaptation to a rehabilitation program demands a working knowledge of English. These people need, not only basic English language education, but remedial studies and the necessary instruction for G.E.D. testing. Their skills and energy will then create a reservoir of labor and expertise without which Douglas can neither protect its interests nor discharge its obligations as a viable Arizona community.

As Director of Adult Education in Arizona, you are well aware/being able to speak the language of a country immediately brings us closer to its people and makes us

open to its culture. With English and yet more English, Hispanics can break out of their narrow boundaries and increase their perception and understanding of community problems.

Without communication skills, life offers the Hispanics harsh poverty, welfare dependency and a doubtful future for their children. These people are an important segment of our community--80% of a population cannot be ignored. They are a fast growing political force. They represent a tremendous vitality waiting to be released. With proper education they can become successful, knowledgeable wage earners, consumers, voters and policy makers. The Hispanics must be recognized, educated and integrated if our community is to survive. The most powerful assimilative force is the English language.

I strongly urge your support in providing funds for the continuation and expansion of Project Save. It is imperative that programs of this type be made available to disadvantaged minority areas suffering critical economic depression.

Thank you for your interest in this matter which is of vital concern to our community.

Sincerely,

Joe S. Causey

JOE S. CAUSEY, D.D.S.

JSC/mr

First Presbyterian Church

161 NORTH MESA DRIVE MESA, ARIZONA 85201

(602) 964-8606

June 13, 1984

Mr. Stirling Johnson, Director
Adult Education
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Dear Mr. Johnson:

As Pastor of the First Presbyterian Church, I can say without hesitation that our Laubach Right-to-Read Program has been worth while. The Outreach committee of the Session has sponsored the program from the first, providing a classroom and purchasing books and supplies.

It was after several years of searching for a way to serve minority groups in our community that the committee was led into the Laubach tutoring program by the Gila County Literacy Council. We owe them a debt of gratitude and are appreciative of their assistance and encouragement. We also appreciate the help of the Arizona Department of Education.

The program has been successful, we feel, because of proper training of tutors, the outstanding teaching materials that Laubach Literacy provides; the flexible scheduling of teaching on a 1:1 basis; and also because the program reaches both students and tutors of all ages, whether young, middle-aged, employed or retired.

Sincerely,

Roger R. Keller

Roger R. Keller
Pastor

cc: Joyce Larsen

Superior Public Library
99 KELLNER • SUPERIOR, ARIZONA 85273 • (602) 689-2327

BOOKS
INFORMATION
At your Library

June 6, 1984

Mr. Sterling Johnson, Director
Adult Education
1535 West Jefferson
Phoenix, AZ 85007

Dear Mr. Johnson:

It has been most gratifying and productive to participate in Project SAVE this year. For many years we had realized a need in Superior, but there was no one to direct a literacy class or program, except through the schools. We found that the majority of adults with reading problems were ashamed to approach the schools .... so the problem remained unsolved and unaided.

A couple of years ago, I came into contact with Mamie Sizemore who was willing to come to Superior to meet with a small group of interested people, who were potential tutors. Mamie held a workshop and the people became enthused, but we still had no person to coordinate the effort. This problem was solved last fall when a grant made possible the hiring of Patsy Villalobos, who has coordinated the literacy effort in our community.

Patsy has held workshops and meetings and pot-luck socials to stimulate interest in tutoring. She has been able to enlist eight regular tutors and has others about to start as soon as training is complete. We have been slowed slightly this spring by school activities and graduations etc. but Patsy anticipates having another training workshop in June and other students will be matched with tutors and begin study.

We have seen many adults become literate, we have seen a few complete their G.E.D. after some help and tutoring. We feel the program is well worth the effort. Though our program is not big, just the few that have been helped are such a success-story we are all most gratified to provide this service.

Sincerely yours,

Beverly Burritt

Beverly Burritt, Librarian

MIAMI MEMORIAL LIBRARY
THE GILA COUNTY LIBRARY

1052 ADONIS AVE.
MIAMI, AZ. 85539
PHONE 473-2621

June 11, 1984

Mr. Sterling Johnson, Director
Adult Education
1535 W. Jefferson
Phoenix, Arizona 85007

Dear Mr. Johnson:

The Gila Literacy Program and Project SAVE have been successful in addressing the urgent literacy problems in our area.

Literacy programs and libraries can unite and strengthen the actions of literacy training. This has been very evident with the Gila Literacy Program and Project SAVE.

As a result of the success of the Gila Literacy Program and Project SAVE and its close affiliation with the Miami Memorial - Gila County Library I have been asked to attend an American Library Association conference "Access to Information Through Literacy" as a representative of county librarians in Arizona.

Functional illiteracy is a problem that can be solved. I hope efforts to eradicate illiteracy will continue to grow in Arizona. Project SAVE has certainly been instrumental in establishing the beginnings of a state-wide literacy network.

Sincerely,

Margaret L. Wilkie

Margaret L. Wilkie
Director